

London County Council.

REPORT

(Prepared under the Direction of the late School Board for London)

WITH REGARD TO

INDUSTRIAL SCHOOLS,

1870 to 1904.

MEDICAL OFFICERS' LIBRARY
PUBLIC HEALTH DEPARTMENT.

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(PREPARED UNDER THE DIRECTION OF THE LATE SCHOOL BOARD FOR LONDON)

WITH REGARD TO INDUSTRIAL SCHOOLS, 1870—1904.

I.—INTRODUCTION.

THE establishment of the Industrial school system in England originated between 1835 and 1855, in a movement in favour of remedial measures for the prevention of juvenile crime. In a lecture entitled "Encouragements and Experiences of Fifty Years' Work," Mr. Henry Rogers, who was for many years H.M. Assistant Inspector of Reformatory and Industrial schools, states that it was painful to contemplate the statistics of juvenile crime about the year 1851, and that the number of juveniles of the very neglected and degraded class, in London alone, amounted to 30,000.

At that period there existed veritable dens of thieves of all ages, and, particularly, training schools for young thieves and pickpockets, such as are described by Dickens in "Oliver Twist." The proprietors of these criminal establishments appeared to pursue their nefarious calling practically unmolested by the police or by any authority. Many so-called lodging-houses were simply schools for criminals, and were frequented by vagrants and young thieves of both sexes. Mr. Rogers states that "thoughtful and right-minded men and women of that age were deeply shocked at the revelations made from time to time of what was really going on under the surface." One of the results of this alarm was that some of the philanthropic leaders of the time resolved to take steps to remedy this terrible state of things.

"Accordingly," says Mr. Rogers, "very much at the instigation of Miss Mary Carpenter, most materially assisted and supported by Mr. Matthew Davenport-Hill, Recorder of Birmingham, and others, in December, 1851, steps were taken by forty-five of the most representative men in the United Kingdom, well acquainted with the extent of the evil, to hold a conference at Birmingham, to consider the condition and treatment of the 'perishing and dangerous' classes of children, with a view of pressing the necessity for legislative enactments, to enable the country to deal effectually, (1) with neglected children, (2) with vagrant and mendicant children, (3) with criminal and convicted children. The provisions to be made for the three classes being: (1) Free Day Schools, (2) Industrial Feeding Schools, (3) Reformatory Schools of a more penal character. Also, to provide for the systematic and effective maintenance of such schools, to arm the magistrates with the requisite judicial authority for enforcing attendance at such schools, and for the committal of juvenile offenders to such schools for a period of detention with the requisite allowance for maintenance during this period.

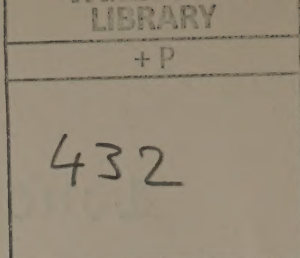
"The resolutions passed at the conference were of the most important character, and directed attention to this important subject with a force of opinion and strength of argument, and display of experience, which there can be no doubt ultimately led to the adoption of those principles of organisation with respect to juvenile delinquents, which have resulted in that comprehensive system with which we are all now familiar."

The movement in England had been anticipated in Scotland by the establishment, in Aberdeen, of a Boys' Industrial Feeding School, which was opened on October 1st, 1841. A similar school for girls was opened in the same place on January 5th, 1843. These were filled by the assistance of the police, but without statutory powers, with the result that the average commitments to prison from Aberdeen for the fifteen years ended December 31st, 1856, had been reduced by fully fifty per cent. The establishment of the above-mentioned schools was followed by the opening of similar schools in Dundee in 1846, in Edinburgh in 1847, and afterwards in almost every town of importance in Scotland.

In England the Manchester Industrial School was established in 1845-6; in Birmingham an Industrial school was opened in 1846; on August 1st, 1846, Miss Mary Carpenter opened her ragged school in Bristol, and schools were opened in succeeding years in Liverpool, York, Newcastle, and other places.

During this time no Industrial school had been established for the reception of London children, but the ragged school system had been founded by Lord Shaftesbury, James Smithies, and others, and did good work in the darkest and most neglected parts of London.

In 1852, upon the report of a Committee of Inquiry appointed by the Government, legislation was promised. For the next few years action was chiefly directed to the



Reformatory movement as distinct from the Industrial schools movement, but the latter followed as a natural consequence.

Conferences were held in Birmingham in 1851 and 1852 which resulted in the passing in 1854 of the first Reformatory Act and of the first Industrial Schools Act, the latter applying to Scotland only. This was followed by the Industrial Schools Act of 1857, which applied to England. Children under this Act were to be between the ages of 7 and 14 on admission, and were not to be detained beyond the age of 15 years. It was discovered, however, that if anything effectual was to be accomplished, a new Act was needed; and it was not until the year 1861 that the Industrial school system was really brought into operation in England, when an Act was passed repealing the Act of 1857 by a consolidating Act, which soon began to exert a beneficial influence. This Act provided for giving board, lodging, and clothing, as well as education, to the neglected and vagrant children who were to be found in large masses of population, and a distinction was drawn between Reformatory and Industrial schools by the provision that no child should be sent to an Industrial school if previously convicted of felony. The inferior limitation of age (7) was removed by this Act.

In 1866 the Scotch and English Acts were consolidated by the Act which is now in force.¹ By this Act the Industrial schools of England and Scotland were placed on the same footing, and for England the Local Authority was declared to be the Prison Authority. Children were allowed by this Act to be detained up to the age of 16 years.

The principal sections of this Act are the following, which relate to the classes or children who may be sent to Industrial schools:—

Section 14.—Any person may bring before two justices or a magistrate any child apparently under the age of fourteen years that comes within any of the following descriptions, namely—That is found begging or receiving alms (whether actually or under the pretext of selling or offering for sale anything), or being in any street or public place for the purpose of so begging or receiving alms: That is found wandering and not having any home or settled place of abode, or proper guardianship, or visible means of subsistence: That is found destitute, either being an orphan, or having a surviving parent who is undergoing penal servitude, or imprisonment: That frequents the company of reputed thieves.

The justices or magistrate before whom a child is brought as coming within one of those descriptions, if satisfied on inquiry of that fact, and that it is expedient to deal with him under this Act, may order him to be sent to a certified Industrial school.

Section 15.—Where a child, apparently under the age of twelve years, is charged before two justices or a magistrate with an offence punishable by imprisonment or a less punishment, but has not been in England convicted of felony, or in Scotland of theft, and the child ought, in the opinion of the justices or magistrate (regard being had to his age, and to the circumstances of the case), to be dealt with under this Act, the justices or magistrate may order him to be sent to a certified Industrial school.

Section 16.—Where the parent or step-parent or guardian of a child, apparently under the age of fourteen years, represents to two justices or a magistrate that he is unable to control the child, and that he desires that the child be sent to an Industrial school under this Act, the justices or magistrate, if satisfied on inquiry that it is expedient to deal with the child under this Act, may order him to be sent to a certified Industrial school.

Additional provisions have been made by later enactments as follow:—

Prevention of Crimes Act, 1871,² *Section 14.*—Where any woman is convicted of a crime, and a previous conviction of crime is proved against her, any children of such woman, under the age of fourteen years, who may be under her care and control at the time of her conviction for the last of such crimes, and who have no visible means of subsistence, or are without proper guardianship, shall be deemed to be children to whom in Great Britain the provisions of the Industrial Schools Act, 1866, and in Ireland the provisions of the Industrial Schools (Ireland) Act, 1868, apply, and the Court, by whom such woman is convicted, or two justices or a magistrate, shall have the same power of ordering such children to be sent to a certified Industrial school, as is vested in two justices or a magistrate by the fourteenth Section of the Industrial Schools Act, 1866, and by the eleventh Section of the Industrial Schools (Ireland) Act, 1868, in respect of the children in the said Sections described.

Elementary Education Act, 1876,³ *Section 11.*—If either (1) The parent of any child above the age of five years, who is under this Act prohibited from being taken into full time employment, habitually and without reasonable excuse neglects to provide efficient elementary instruction for his child; or (2) Any child is found habitually wandering or not under proper control, or in the company of rogues,

¹ 29 & 30 Vict., c. 118.

² 34 & 35 Vict., c. 112.

³ 39 & 40 Vict., c. 79.

vagabonds, disorderly persons, or reputed criminals, it shall be the duty of the local authority, after due warning to the parent of such child, to complain to a Court of Summary Jurisdiction, and such Court may, if satisfied of the truth of such complaint, order that the child do attend some certified efficient school willing to receive him, and named in the order, being either such as the parent may select, or if he do not select any, then such public Elementary school as the Court think expedient, and the child shall attend that school every time that the school is open, or in such other regular manner as is specified in the order. An order under this section is in this Act referred to as an attendance order. Any of the following reasons shall be a reasonable excuse: (1) That there is not within two miles, measured according to the nearest road, from the residence of such child, any public Elementary school open which the child can attend; or (2) that the absence of the child from school has been caused by sickness or any unavoidable cause.

Section 12.—Where an attendance order is not complied with, without any reasonable excuse within the meaning of this Act, a Court of Summary Jurisdiction, on complaint made by the local authority, may, if it think fit, order as follows:

(1) In the first case of non-compliance, if the parent of the child does not appear, or appears and fails to satisfy the Court that he has used all reasonable efforts to enforce compliance with the order, the Court may impose a penalty not exceeding, with the costs, five shillings; but if the parent satisfies the Court that he has used all reasonable efforts as aforesaid, the Court may, without inflicting a penalty, order the child to be sent to a certified Day Industrial school, or if it appears to the Court that there is no such school suitable for the child, then to a certified Industrial school; and (2) In the second or any subsequent case of non-compliance with the order, the Court may order the child to be sent to a certified Day Industrial school, or, if it appears to the Court that there is no such school suitable for the child, then to a certified Industrial school, and may further in its discretion inflict any such penalty as aforesaid, or it may for each such non-compliance inflict any such penalty as aforesaid without ordering the child to be sent to an Industrial school; provided that a complaint under this section, with respect to a continuing non-compliance with any attendance order shall not be repeated by the local authority at any less interval than two weeks.

A child shall be sent to a certified Industrial school, or certified Day Industrial school, in pursuance of this section, in like manner as if sent in pursuance of the Industrial Schools Act, 1866, and when so sent, shall be deemed to have been sent in pursuance of that Act, and the Acts amending the same; and the parent, if liable under the said Acts, to contribute to the maintenance and training of his child when sent to an Industrial school, shall be liable so to contribute when his child is sent in pursuance of this section.

Industrial Schools Acts Amendment Act, 1880,¹ *Section 1.*—Section 14 of the Industrial Schools Act, 1866, and Section 11 of the Industrial Schools Act (Ireland), 1868, shall be respectively read and construed as if, after the four several descriptions therein respectively contained, there were added the following descriptions—namely, That is lodging, living, or residing with common or reputed prostitutes, or in a house resided in or frequented by prostitutes for the purpose of prostitution: That frequents the company of prostitutes.

A serious defect in the Act of 1866 is the omission of effective machinery for putting it in force. Section 14 says that “any person” *may* bring cases before a magistrate; but a duty left to “any person” to perform generally results in its neglect; and this proved to be the case. The principal cause of inaction was that before a child could be sent away, a school had to be found which was willing to receive it. Inasmuch as the Treasury contribution towards the maintenance of a child only covered a portion of the cost, the Managers of a School were unable to accept a child unless the balance was supplied from some other source.

The Industrial Schools Act up to the year 1870 was, therefore, practically inoperative, at any rate, so far as London was concerned. One or two societies for the reclamation of children now and then took action in isolated cases, and a few private individuals occasionally tried to bring cases before the Courts, but with very little success.

II.—THE COMMENCEMENT OF THE BOARD'S INDUSTRIAL SCHOOLS WORK.

The Elementary Education Act, 1870,² conferred on School Boards the powers which prison authorities already possessed, of contributing to the establishment and maintenance of Industrial schools, and also powers which the prison authorities did not then possess, of themselves establishing Industrial schools. The duty of taking action was imposed upon them by the following section of the Elementary Education Act, 1876:—

Section 13.—Where the local authority are informed by any person of any child in their jurisdiction who is stated by that person to be liable to be ordered by a Court under this Act to attend school, or to be sent under this Act, or the Industrial Schools Act, 1866, to an Industrial school, it shall be the duty of the local authority to take proceedings under this Act or the Industrial Schools Act, 1866, accordingly, unless the local authority think that it is inexpedient to take such proceedings.

¹ 43 & 44 Vict., c. 15.

² 33 & 34 Vict., c. 75.

Provided that nothing in this section shall relieve the local authority from the responsibility of performing their duty under the other provisions of this Act.

The Board were also empowered to appoint officers to enforce the Industrial Schools Act in their districts. The machinery which was lacking in the Act of 1866 was thus provided.

The Board, soon after 1870, began to exercise the powers thus conferred upon them. The work was first undertaken by a Sub-Committee of the School Management Committee; but in the year 1873 a standing committee was appointed for the purpose, and since that date the work has been continuously carried on by the Industrial Schools Committee.

In June, 1871, two Industrial Schools officers commenced work, one on the north side of the Thames and one on the south side. The duties of these officers were to bring before magistrates cases suitable for Industrial schools; to make inquiries into cases reported by the police; to attend the meetings of the Committee for the purpose of giving information as to the cases submitted; and to furnish the magistrates at the police courts with particulars as to the children coming before them, and the suggestions of the Committee as to their disposal.

III.—CONDITIONS PREVAILING IN 1870.

At this time the educational condition of London was considered to be in a deplorable state; but inquiry proved that the reality was emphatically worse than was ever imagined.

The children who were brought before the Industrial Schools Committee were of the very lowest type. The streets swarmed with waifs and strays who had never attended school, a large number of whom habitually frequented the riverside, the London railway termini, the purlieus of Drury-lane and Seven Dials, streets and courts off Holborn and the Strand, and the neighbourhood of the Borough, Whitechapel, and many similar parts of the Metropolis. These children slept together in gangs in such places as the Adelphi arches, on barges, on the steps of London Bridge, in empty boxes and boilers at Bankside, in empty packing-cases, down the "Shades"; covered over with tarpaulins and old sacks. A very favourite haunt of street-arabs was George's Coffee House, *alias* the "House of Lords," in Upper Thames-street, where a room was specially set apart for their accommodation.

In order to furnish some idea of the enormous magnitude of the work which then confronted the Board in all directions, it may be interesting here to call to mind a few of the more notorious haunts of the criminal and dangerous classes in London at the time of the creation of the School Board. These moral and physical plague spots produced an almost inexhaustible supply of material for the Industrial school, the Reformatory, or the Prison.

On the north side of the Thames there were the well known Flower and Dean-street in Spitalfields, and Kate-court, Spitalfields, a terrible neighbourhood, which swarmed with brothels and houses of ill-repute. These streets are now occupied by model dwellings. Finsbury Market, now the site of the Liverpool-street and Broad-street Railway Stations and of Waterlow's Factory, was a favourite place for children sleeping out at night. There have been great clearances in St. Luke's, City-road, where a ragged feeding school was carried on by Mr. Catlin. In Whitecross-street, St. Luke's, there were terribly bad slums in the midst of which worked the mission conducted by Miss Hastings, a former member of the Board. This area is now occupied by Peabody Buildings. Another district notorious for its criminal population was Somers Town, in the Marylebone Division. Here the police always patrolled in couples, and the ordinary passenger was in danger of robbery or worse. Waifs and outcasts abounded; but, in consequence of constant and persistent pressure by the School Board in the enforcement of attendance, by sending the worst cases to homes and institutions, and by the close and continuous attention of the police, the evil has been sapped at the root, the criminal population has not been allowed to develop, and the neighbourhood has greatly improved in character.

Clare Market has recently disappeared with all its evil associations, to be replaced by "Aldwych"; and "Kingsway" has now displaced many a dangerous slum in the same district. In Westminster there was a terrible district in the neighbourhood of Old

Pye-street, where Miss Adeline Cowper laboured for many years, and spent much money in attempting to ameliorate and improve the condition of the people.

Nothing in the whole of London could be more terrible than the condition of the worst parts of Bethnal Green, as it was from 1872 until the area was swept away by the London County Council some ten or eleven years ago. This site is now covered with Council dwellings. There were other spots in Bethnal Green and Shoreditch quite as bad, but gradually the state of things has changed for the better; and, having regard to their former condition, the improvement in the homes and habits of the people is almost beyond belief. There can be no doubt that the work of the School Board, through its schools, visitors, and Industrial schools officers, has done much to make such improvements possible.

The following account of the social condition of the Boundary-street area by the School Board visitor for the district illustrates the social condition of an East-end district in 1870:—

In the district comprising the Boundary Street area, Bethnal Green, there were twenty-three public-houses and beershops. Two general shops where spirits could be obtained at any time by those in the secret. Many of the public-houses had a way right through, so that persons could escape at the back, and be easily lost in the streets behind. Examples of these were the "Old Fountain," in High Street, Shoreditch; the "Five Ink-horns," New Nicol Street; and the "Admiral Vernon," in Old and New Nicol Streets. The "Five Ink-horns" was kept for several years by James Napper, the pugilist, and his children attended Nicol Street Board School.

A number of the streets had many private houses through which persons could pass with little difficulty into other streets. The occupation of the women was chiefly matchbox making, and the manufacture of small articles for selling in the streets, and in these occupations the children had to bear a constant part.

The whole moral tone was inconceivably low. The people's lives consisted of constant deception and concealment. There was scarcely a family but appeared to have some reason for fearing the police, and a large proportion of the men were on "ticket of leave." The entire population entertained an absolute dread of fresh air and cleanliness. Except upon the occurrence of a funeral (for these people paid more respect to the dead than to the living), rooms and passages were reeking in filth for months, and even years.

53, Old Nicol Street, might be given as one type of these houses. There were ten rooms, four of which were taken in from the public-house next door. Into this house ninety people have been crowded at one time. The stairways were very dark, the doors were broken, the panels were cracked, and the locks were useless, the doors often being kept closed by pieces of dirty rag. The repulsive and obscene conversations of the occupants could be heard all round, and when the doors were opened the escaping air was thick with the most noisome and poisonous stench caused by the practice of the most disgusting habits in the rooms.

The offices in the yards were frequently out of repair, and were kept in an indescribably filthy condition, nobody being responsible for cleaning them.

Another case is that of 42, Old Nicol Street. The tenant was a man who sold shell-fish in Shoreditch. He occupied a back room only, with six children, who at night, with his stock-in-trade, etc., were crowded into this back room, where a young woman, with a baby, once stayed with them for several weeks.

These are but instances which could easily be multiplied many times.

The courts in the locality were even worse than the streets. The Guardians would occasionally visit these places, but those responsible for collecting the rents always knew when they were coming, and walls would be whitewashed and clean sand thrown down.

Pickpockets, burglars, dog-stealers, and pugilists here abounded. They might frequently be observed examining their tools on the window sills, and practising robbery from upper windows. Jim Smith, the pugilist, lived in Old Nicol Street, and attended Nicol Street Board School. Bill Goode, also—whose father was, perhaps, the most famous dog-stealer of his time—lived in New Turnville Street; Burdett, of Boundary Street, had "done time" for horse stealing: his wife's father was concerned, with two others, in a burglary at Muswell Hill, when a young man was murdered, and they were arrested in the "Barley Mow," in Boundary Street; James Baker, hanged for shooting a police inspector, after burglary, lived in the district. A murder was committed at 4, Old Nicol Street.

The children's lives were a constant round of sunless drudgery—they never played as children play, they never seemed even to think; they were prematurely old, and the victims of an awful cruelty. They worked at matchbox making many hours, and at other times assisted their parents in disposing of their wares in the streets. The mortality among the young children was appalling.

On the south side of the river in the Southwark Division a very considerable number of streets and buildings, which were inhabited by a dissolute and criminal population, have been swept away during the last thirty years. The demolition has been caused by metropolitan improvements, chiefly carried out under the schemes of the London County Council.

IV.—CAUSES AND RESULTS OF IMPROVEMENT OF SOCIAL CONDITIONS.

The splendid improvement that has been effected in the sanitary condition of London, and in the physical, moral and social condition of the people, during the past thirty years, is apparent to all.

This improvement is specially noticeable in the very lowest classes of society, and is due to several causes. Among the chief of these are the general advance and enlightenment of public opinion; the wise and statesmanlike action of the London County Council in sweeping away large areas of insanitary property, containing thousands of the most degraded criminal classes; the rapid strides which have been made in sanitary science, and the beneficial action of the local sanitary authorities; and lastly, though perhaps the most effectual, the action of the School Board in building schools, and in getting regular attendance thereat of, practically, the whole of the child population.

The civilising influence of the School Board has penetrated the worst and lowest depths with the result, gradually and slowly but surely effected, of admitting light and air and wholesomeness into the physical and moral darkness and depravity of the lowest classes.

In consequence of improved social conditions, and of the operation of the Industrial Schools and Education Acts, the physical and moral condition of the people is now incomparably superior to that which existed thirty years ago, and juvenile crime and depravity has correspondingly diminished. It may, therefore, under these circumstances, be asked, not unnaturally, what further need can there be for Industrial schools whose potential inmates have been translated to a higher moral and social plane?

In answer to this question it should be explained that it is only within comparatively recent years that the Board have been able effectually to grapple with the work and thoroughly to enforce the Industrial Schools Acts. In the first place, at and prior to the creation of the Board, no one had any true or adequate conception of the enormous proportions of the work which had to be done. It has been pointed out in the section dealing with school accommodation, that it was only after the lapse of a considerable period, and after protracted investigations and inquiries, that it became possible for the Board to realise the deplorable educational deficiencies of London. Officers had then to be appointed, "machinery" to be created, sites to be purchased, and schools to be built. The Board had to proceed cautiously, to feel their way, so to speak, before committing themselves to any particular policy which experience might subsequently prove to be wrong. This was particularly the case with Industrial schools work.

When at length the Board had ascertained, in some degree, the nature and measure of the work which devolved upon them, public opinion had to be educated upon the subject, and this was no easy matter to accomplish. A very large proportion of the lower classes were, naturally, greatly prejudiced against the School Board and its action, which they deemed to be a cruel and unwarrantable attack upon their liberty to profit to the greatest possible degree by the earnings of their children. A considerable part of the general public, too, were by no means enamoured of the School Board system, and of what was then considered an improper and fussy interference with the rights and responsibilities of parents. Moreover, the attitude of the magistracy was not in all cases entirely sympathetic, and many flagrant cases which would now receive immediate attention, were then left untouched. Another dominant factor in the question at that time was the lack of schools to which children could be sent who were committed under the Industrial Schools Acts.

Looking backward, it is evident that the School Board, so far as Industrial school work was concerned, dealt with but a fractional part of it, and only with some of the worst and most desperate cases. In the circumstances this was inevitable. It was only possible to proceed slowly and with caution. As time passed, however, the conditions changed, new schools were provided, public opinion advanced, and the police and magistrates began to realise the benefit to the child and the advantage to the community which resulted from the enforcement of the Act: how the removal of these children *prevented* vice and crime, nipped them in the bud, as it were, and caused it to be impossible for them to reach the stages of efflorescence and fruition. It thus became

possible to do more and more, but still a large number of cases remained untouched and as the result of previous neglect, new cases developed.

Even now much remains to be accomplished. There are still large districts where the conditions under which the poor live are such as to engender and foster habits of drunkenness and immorality. For it should be realised that of the people who are displaced by the demolition of slum property only a proportion are re-housed in the same area, as, in many instances, the rents of the new buildings are prohibitive to the class of people who were displaced; and to some of the worst the enforced social conditions of the new buildings are distasteful, if not intolerable. Consequently the very poorest and most depraved, or those in most need, are scattered over neighbouring districts there to increase the difficulties of the housing problem, and to depreciate the existing standing of morality. Moreover there is a large and degraded class who, reared in, and accustomed to, filth and squalor would, even if placed in a sanitary and wholesome dwelling, soon convert it into a pestilential bed of vice and disease, as bad as, or worse than that from which they had been removed. Many instances might be cited in support of this contention, but it will, perhaps, be sufficient to mention a typical case which has recently been fully described in the *Daily Telegraph* by Mr. G. R. Sims—viz., Notting Dale, which has been appropriately designated the “Modern Avernus.”

It will readily be seen, therefore, that there is, unfortunately, still, and will be for many years, only too much scope for Industrial schools work, not only among people where, as the result of overcrowding and general unfavourable conditions of life, evil and corrupt habits are introduced and fostered; but also among the offspring of the vicious the neglectful, the drunken and the immoral parents, who are a social canker, and who constitute a residuum whose numbers it seems almost hopeless materially to reduce.

V.—CONSIDERATION OF CASES OF CHILDREN.

It soon became apparent that the three officers appointed for the purpose of bringing cases before the Committee were unable to cope with the work. Additional officers were accordingly appointed, two in 1873, one in 1875, one in 1892, and one in 1895, making eight in all. They were attached to the Industrial Schools Department, and were under the direct control of the Industrial Schools Committee. In January, 1899, the Board decided that in lieu of the plan of employing a separate staff of officers, the inquiries into and the conduct of cases at the various police-courts should be carried on under the direction of the respective Divisional Superintendents. The Industrial schools officers were accordingly transferred to the various Divisions and became Visitors under the direct control and supervision of the Divisional Superintendent.

When the work connected with Industrial schools was conducted by a sub-committee of the School Management Committee, and afterwards when the Industrial Schools Committee became a standing Committee, the Industrial schools officers attended the meetings of the Committee, and reported the cases which had come before them, and took the instructions of the Committee as to their disposal. In January, 1877, however, it was decided that the officers' cases should in future be heard weekly by three members of the Committee, who were summoned in rotation, and this method has been continued up to the present time. As children are constantly being charged at the police-courts, it is necessary that cases should be dealt with every week throughout the year; and in order to cause as little inconvenience as possible to members during the recesses, cases are at these times considered by two members of the Committee.

The cases which come before the Rota Sub-Committee are received from various sources. Some are charged by the Industrial school visitors, or by the ordinary visitors, who have instructions to give into custody any suitable cases with which they become acquainted while performing their regular duties. Some are charged by the police and are referred by the Magistrates to the Board's Officers for inquiry and, if necessary, for a school to be found for them. From whatever source they are received, each case is carefully considered by the Rota Sub-Committee, who strive to elicit all the facts which bear upon the case; and, whilst they act primarily for the child's

welfare, they endeavour to ensure that the provisions of the Act are not abused by unscrupulous persons for the purpose of ridding themselves of their children.

Out of a total number of 64,000 cases which have been considered by the Committee since the Board was established, about one half have been sent to schools.

It frequently happens that cases which are brought before the Rota Sub-Committee charged under one of the clauses of Section 14 of the Act of 1866 are upon the border-line between Industrial schools cases and cases which should be dealt with by the Guardians. For instance—

(a) A child charged with wandering, etc., father or mother dead, surviving parent in prison.

(b) A child charged with begging, etc., parents living, but without any home.

It is often objected that such children should not be sent to an Industrial school, but should be dealt with by the Guardians. If, however, the case is left to be dealt with by the Guardians, and the child is sent to the workhouse, it can at any time be withdrawn therefrom on the demand of the parent. It thereupon returns to its former bad surroundings and it probably gets charged with theft, or with some other offence punishable by imprisonment. The only way therefore to save such a child is to deal with it in the first instance by sending it to an Industrial school.

If it be admitted that the salvation of the child is of supreme importance it does not seem to be a matter of much concern whether the cost shall be defrayed out of the Poor rate, or out of the School Board rate. The ratepayer has to pay in either case. If, on the other hand, the child is not dealt with by either of the above authorities on the ground that it is not strictly their business, the certain result will be an habitual criminal instead of a useful member of society; and the taxpayer will eventually be compelled to pay for his or her support in prison a sum vastly larger than the cost of maintenance in an Industrial School.

It is true that under Section 1 of the Poor Law Act of 1899,¹ Guardians of the Poor may, in certain specified cases, adopt children until they reach the age of eighteen years, but this power is very rarely exercised.

Some persons evince a great reluctance to sending children to Industrial schools, on the ground that the parent should not be relieved of the responsibility of maintaining his children. This, again, would be a very good plea were the saving of the child not in question; but the enforcement of responsibility upon the parent would in most instances result in the ruin of the child. By all means bring home to the parent the fullest measure of his responsibility. This, however, must not be done at the ruinous cost of the child. Culpable and bad parents should be punished, and should, so far as possible, also be forced to contribute towards the maintenance of their children whilst in the Industrial school.

Section 39 of the Act of 1866, provides that the parent, step-parent, or other person for the time being liable to maintain a child detained in a certified Industrial school shall, if of sufficient ability, contribute to its maintenance and training therein a sum not exceeding five shillings per week. This power is rigidly enforced by the Government, who, for the year 1901, under magistrates' orders, collected the sum of £20,000.

VI.—JAPANESE ESTIMATE OF INDUSTRIAL SCHOOLS WORK.

Many persons from abroad come to England in order to study our educational methods, and a large proportion of them visit the Board's Industrial schools, and are greatly interested in and entertained by what they are able to see and learn. Of all our visitors, however, none appeared to be more eager to learn, to obtain information, and to profit by our experience, than the visitors from Japan. It is well known that Western ideas and manners have only within modern times been adopted in Japan, but they have made marvellous progress. As touching this particular work, it may be mentioned that the Japanese have within recent years adopted the Industrial school system, and they have what is there termed the Sugamo Katei Gakko, or Family School. The establishment of this school was due to Mr. Tomeoka, a Japanese gentleman lately chaplain in the Sugamo Prison. In a pamphlet containing a prospectus of this school, Mr. Tomeoka

¹ 62 & 63 Vict., c 37.

makes some most interesting observations upon the value of Industrial schools from the Japanese point of view, which are in peculiar accord with the views held by those who have paid most attention to the question in this country. The following extracts will illustrate this statement:—

The real source from which the criminal classes are recruited is to be found in evil-minded youth. In the various countries of Europe and America, there is hardly one among the many persons engaged in the work of criminal reform, who does not base his hopes upon the reformatories of various kinds for criminal and neglected children. In Japan, while the necessity of such institutions has not escaped the notice of certain philanthropists, the fact that almost nothing has been done toward establishing them must be regarded as a grave defect in our criminal administration.

Among civilised countries Great Britain and Germany are pre-eminent as regard the attention paid to the question of child-saving. Great Britain has had great success in her public and co-operative institutions of various kinds for the benefit of neglected children, and Germany has had hardly less in her private establishments, as is seen in the gradual diminution of crime. With a total population not far from that of Japan, Great Britain counts only 30,000 criminal convicts as compared with about 60,000 in Japan.

While this great difference between the criminal population of the two countries is not due to any single cause, still the principal reason is to be found in the zeal with which Great Britain has taken up the work of child-saving. According to recent statistics, there were in Great Britain 229 institutions of various kinds devoted to this purpose. In these, provision was made for about 30,000 children. The expense incurred on their account was, in round numbers, yen 4,500,000—that is, about the sum which our Government expends each year upon its prisons. It is very clear that the small criminal population of Great Britain is owing to the efficiency of these preventive efforts.

Though many are disheartened by the great difficulty of reforming evil-disposed children, this despondency is simply due to the superficial observation of those without practical experience. Such children, for the most part, are to be pitied rather than despised.

The majority are orphans who have been left to themselves, or they are children whose homes are little else than schools of evil from which they can hardly fail to pass gradually into an environment of crime. It is to this environment that they owe their evil tendencies. Sometimes these children, separated from their homes by some disaster, wander about with insufficient clothing and are forced to beg by the wayside. Under such circumstances they easily become the prey of evil influences. Certainly we cannot say that such degradation is simply their fault. If we wish to transform them into good and orderly citizens, we must radically change their surroundings, and place them under the influence of a pure and healthful family life. This question of environment is one of life and death to these children.

Extracts from the Rules of the Katei Gakko.

IV.—In caring for the pupils of this school, the aim will be to secure to each one a training in some branch of industry, as well as a suitable physical, intellectual, moral, and religious education, on the basis of Christianity.

V.—The school will be organised as a family, and the discipline and instruction will be conducted within an atmosphere of sympathy and affection.

“VI.—The aim will be to cultivate in the pupils the virtues of diligence, independence, honesty, and purity, under the influence of a living faith.

XII.—The following classes of children may be admitted:—(i.) Those who are refractory, or who exhibit other evil tendencies; (ii.) neglected children; (iii.) children whose parents are vicious and unable to give them suitable training; (iv.) criminal children who give promise of reform.”

VII.—AGREEMENTS WITH VOLUNTARY INDUSTRIAL SCHOOLS.

As the Board did not at first possess any Industrial schools of their own, and also, probably, because they thought that it would be more advantageous to London children to be sent to voluntary institutions in the country, they entered into agreements with the Managers of many of the Industrial schools then existing in London and the country for the reception of London cases. The agreements with the majority of these schools are still in force.

Subsequently the Board decided to establish a few schools under their own control; but as time went on, and they gained experience, they became convinced of the wisdom of the policy of distributing the children as widely as possible. This policy has sometimes been questioned; but, owing to the bad character of the surroundings and of the parents of the majority of the children, it is usually desirable that such children should be removed to a distance. It is also a decided advantage for London children to be transferred to the healthier environment afforded by the Institutions in the country; and, in addition, a larger number of people become interested in their

welfare, and better means of disposal are secured. Upon this point Mr. Legge says, in his Report for the year 1900:—

Lastly, we come to the most common method of classification, and one by no means to be commended, viz., classification by locality. Last year attention was called to the dangers and difficulties involved in bringing together, in the same schools, children from the same locality. Hope of reform largely depends on the influences of new associations. Obviously these influences must be weaker when a child, on being removed from the court or alley in which he has hitherto spent his existence, finds himself in company with others who left the same court or alley, or neighbouring ones, a year or two before. The effect is as bad on the old hand as on the newcomer. Difficult, indeed, as it is to prevent a child on leaving school from reverting to the slum from which it came, the difficulty can only be aggravated when there is so much in the school to keep alive the memory and associations of the past. It is not surprising that one should find the proportion of re-convictions in connection with such schools above the normal. During the past five years this consideration has been a frequent topic of conversation between H.M. Inspector and the superintendents of schools, and only a single one has been found to favour the sending of boys to a reformatory near their homes. The argument he used was simply this: in his opinion the boys settled down with more tranquillity, were easier to manage, and less inclined to abscond, when they knew their own home was but a mile or two off. With this exception, all the practical men and women whose opinions have been taken, have been in favour of receiving only a proportion of local cases to be mixed up with children brought from a distance. The fact is—to use a homely simile, so apt as to be irresistible—a good school is like a good salad, and should be compounded of the most varied ingredients.

It is a matter for congratulation that of the immense number of Industrial school children for whom the London School Board is responsible, at least three-fourths are dealt with, not in London itself, but in different localities on the outskirts, and as far away as Lancashire, Norfolk, and Cornwall. The gain is reciprocal, both to the London child and the school to which he is sent, for of all the constituents of a good school, there is none more pungent than the London boy; he seems to quicken and to flavour every school he enters. It will be a hard task to break down this classification by locality; the origin of the schools has to be remembered. In the case of Voluntary schools, people, aroused by the contemplation of juvenile delinquency in their own districts, have collected subscriptions and donations to found an Industrial school to cope with the needs of their own district. They naturally find a difficulty in inducing subscribers to continue their subscriptions in favour of strange children from a distance. Similarly where County Councils and School Boards have founded schools, they are, as a rule, most anxious to keep in them the children for whom they are responsible. But there is reason to believe that, as the conditions of the problem are better understood, the authorities in the various localities, whether voluntary managers or ratable authorities, will see no hardship in a reasonable arrangement by which, adequate provision having been made for the needs of a particular district, some of that is devoted to children from other districts for whom room is made by transferring to those other districts local children in whose case it is eminently desirable that a final severance from the past should be effected.

Mr. Legge then proceeds to offer suggestions as to the way in which this policy can be carried into effect.

The Board have now agreements with 64 schools: 38 for Boys and 26 for girls. The following list gives the names and localities of these schools, together with the total accommodation and the number of Board children in the School on the 31st December, 1903:—

Name of School, &c.	Address.	Total Accommodation of School.	No. of Board Childr'n in Schools on Dec. 31st, 1903	Remarks.
<i>Schools for Boys other than Roman Catholic.</i>				
Albert	Corporation-road, Birkenhead	120	16	
Ardwick Green...	Ardwick Green, near Manchester	200	108	Sixty places secured for 15 years from 1902.
Barnes Home	Heaton Mersey, near Manchester	275	99	Sixty places secured for 15 years from 1900.
Bath	Twerton, Bath	180	58	
Blandford [Dorset County Council]	Milborne St. Andrew's, near Blandford	60	32	
Boys' Home	Regent's Park-road, N.W....	120	112	
Buxton	Buxton Lamas, nr. Norwich	90	30	
Church Farm Boys' Home	East Barnet	65	38	
Clifton	Hotwells-rd., Clifton Wood, Bristol	200	90	
Desford [Leicester School Board]	Desford, near Leicester ...	200	57	

Name of School, &c.	Address	Total Accommodation of School.	No. of Board Children in Schools on Dec. 31st, 1903.	Remarks.
East London	Brookbank-road, Lewisham, S.E.	150	151	This School was formerly located in Whitechapel.
Essex	Primrose Hill, Chelmsford	150	1	Boys over 7 and under 10 only received in sound physical and mental health.
Field-lane	Hillfield-road, West Hampstead, N.W.	140	128	
"Formidable"	Off Portishead, near Bristol	350	...	
"Havannah"	Grange-road, Cardiff	100	19	
Hayes	Hayes, Middlesex	60	47	For Jewish cases only
Hereford	Bath-street, Hereford	115	79	
Leeds (Shadwell) [Leeds School Board]	Moortown, Leeds	180	16	
Macclesfield	Brook-street, Macclesfield	150	71	
Mayford [London County Council]	Near Woking, Surrey	180	...	
Middlesbrough [Middlesbrough School Board]	Linthorpe, Middlesbrough	60	11	
Milton Children's Home ...	Farnborough, Hants	100	28	This School is now restricted to children described as Protestant Nonconformist.
"Mount Edgecumbe" Industrial School Ship	Saltash, Cornwall	250	92	
Purbrook, Boys' Farm Home...	Purbrook, Cosham, Hants...	95	26	
Shustoke [Birmingham City Council]	Coleshill, near Birmingham	160	43	
Standon Bridge Boys' Farm Home	Standon Bridge, near Eccleshall, Stafford	90	9	
Stockport	Offerton, Stockport	150	19	This School is now, by direction of the Home Office, restricted to cases of Protestant Nonconformist boys.
Toxteth Park	77, Grafton-street, Toxteth Park, Liverpool	200	43	
Walsham-le-Willows	Near Bury St. Edmunds, Suffolk	40	26	
Werrington [Staffordshire County Council]	Werrington, near Stoke	160	10	
York	Marygate, Bootham, York	120	40	
<i>Roman Catholic Boys.</i>				
Bishop Brown Memorial ...	Stockport	80	19	
Cannington	Cannington, nr. Bridgwater	100	51	
St. John's	Walthamstow, Essex	150	114	
St. Nicholas	Manor House, Little Ilford, Essex	250	124	
St. Vincent's	Dartford, Kent	200	175	
Do., Branch School for Little Boys	Whitstable	30	45	
<i>Truant School for Boys.</i>				
Lichfield... ..	Beacon-street, Lichfield	100	3	Under the management of the Burton-on-Trent, Walsall, and West Bromwich School Boards.
<i>Schools for Girls other than Roman Catholic.</i>		Total (Boys) ...	5420	2030
Bath	17, Walcot-parade, Bath	80	29	
Cold Ash	Hill House, Cold Ash, near Newbury	30	12	For cases under Amendment Act of 1880.
Elm House (late School of Discipline)	Parson's Green, Fulham, S.W.	40	24	
Fakenham, Norfolk County I.S. and Orphanage [Now closed]	Fakenham, Norfolk	50	...	Girls under 12 only admitted.
Greenwood	Halstead, Essex	70	42	Girls under 12 only received, and under 10 in Amendment Act cases.
King Edward's... ..	Andrews-road, Cambridge Heath, N.E.	120	89	
Leeds, Beckett Home	Meanwood, Leeds	30	17	
Lichfield [Staffordshire County Council]	Lichfield	55	16	
Liverpool	27, Northumberland-terrace, Liverpool	100	12	Under 10 if sent under Sec. xvi.
Maurice Girls' Home	22, Charlotte-st., Portland-place, W.	12	10	
Newton Stewart	Newton Stewart, N.B.	50	3	

Name of School, &c.	Address.	Total Accommodation of School.	No. of Board Childr'n in Schools on Dec. 31st, 1903	Remarks.
Plymouth	13 and 14, Portland-villas, Plymouth	55	37	
Poole	West-street, Poole, Dorset	100	28	
Portsmouth and South Hants	Waterloo-village, Cosham, Hants	36	22	For cases under Amendment Act, 1880, between the ages of 6 and 9.
Princess Mary's Village Homes Sale	Addlestone, nr. Weybridge Sale, near Manchester ...	140 100	35 27	
Shipton-under-Wychwood (previously at Hemel Hempstead)	Oxfordshire... ..	30	18	For cases under Amendment Act of 1880.
Stanhope House	14, Somerset-street, Kings-down, Bristol	60	37	
Stockport	Dialstone-lane, Stockport...	60	5	This School is now by direction of the Home Office, restricted to Protestant Nonconformist girls.
Thorparch [Leeds School Board]	Thorparch, near Leeds ...	100	18	
York	Lowther-street, York ...	50	27	Girls over 10 preferred.
<i>Roman Catholic Girls.</i>				
Nazareth House	Isleworth, Middlesex ...	120	40	
St. Elizabeth's	Salisbury	65	8	
St. Joseph's	Howard, Hill, Sheffield ...	120	12	
St. Margaret's	Mill Hill, Hendon	100	46	
St. Mary's	Wellesley-road, West Croydon	150	75	Special accommodation for little girls.
	Total (Girls) ...	1923	689	
	Total (Boys and Girls)	7343	2719	

VIII.—GRANTS AND CONTRIBUTIONS BY BOARD TO INDUSTRIAL SCHOOLS.

Section 27 of the Elementary Education Act of 1870 gives power to a School Board to contribute such sums of money, on such conditions as they think fit, towards the establishment, building, alteration, enlargement, or re-building of an Industrial School, or towards the support of the inmates or the management of such a school.

1. *Maintenance Contributions.*—The agreements generally entered into with the managers of Industrial Schools on account of maintenance between 1871 and 1902, provide for the payment by the Board, in the case of each child sent at their instance, of such a sum per week as will, with the Treasury contribution, make up a total sum of seven shillings per week. In the latter year the Board decided, having regard to the greatly increased cost of maintenance, to increase their grant so as to make a total of eight shillings per child per week, subject to the compliance by the Managers with certain conditions, including the appointment of a representative of the Board on the Committee of Management, the maintenance of the school in every department in such a state of efficiency as shall satisfy the Industrial Schools Committee, and the inspection of the school at any time by a member or officer of the Board. This increased maintenance grant has been accepted by the Managers of thirty schools, and the opportunity was taken of bringing these Schools under a new agreement which embodied the foregoing conditions.

2. *Maintenance Grants for Young Children.*—Where special and separate provision is made for the reception of very young children, the Board, in order to meet the extra expense incurred in such cases, contribute a weekly sum sufficient to make up a total of 10s. per week in the case of each child under 10 years of age, and of 9s. per week in the case of each child over that age, until it is removed to a Senior school.

The following Table shows the amounts contributed by the Board and the Treasury respectively in each case:—

	BOARD'S CONTRIBUTIONS.					TREASURY CONTRIBUTIONS.				
	Industrial Schools Act, 1886.			Elementary Education Act, 1876.		Industrial Schools Act, 1886.			Elementary Education Act, 1876.	
	Sec. 14	Sec. 15	Sec. 16	Sec. 11 (1)	Sec. 11 (2)	Sec. 14	Sec. 15	Sec. 16	Sec. 11 (1)	Sec. 11 (2)
<i>Ages 6 to 10§—</i>	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
New Agreements ...	5 0	5 0	6 0	6 0	5 0	3 0	3 0	2 0	2 0	3 0
Old Agreements ...	4 0	4 0	5 0	5 0	4 0					
<i>Ages 10 to 15—</i>										
New Agreements ...	*4 6	*4 6	6 0	6 0	4 6	‡3 6	‡3 6	2 0	2 0	3 6
Old Agreements ...	‡3 6	‡3 6	5 0	5 0	3 6					
<i>Over 15 if LESS than 4 years under detention—</i>										
New Agreements ...	*4 6	*4 6	6 0	6 0	4 6	‡3 6	‡3 6	2 0	2 0	3 6
Old Agreements ...	‡3 6	‡3 6	5 0	5 0	3 6					
<i>Over 15 if MORE than 4 years under detention—</i>										
New Agreements ...	3 0	3 0	6 0	6 0	3 0	3 0	3 0	2 0	2 0	3 0
Old Agreements ...	4 0	4 0	5 0	5 0	4 0					
Special Schools for reception of children under 9 years of age.										
Ages 6 to 10§ ...	7 0	7 0	8 0	8 0	7 0	3 0	3 0	2 0	2 0	3 0
Over 10** ...	¶5 6	¶5 6	7 0	7 0	5 6	‡3 6	‡3 6	2 0	2 0	3 6

* In cases of Schools certified before 1872, this amount is 3s.

† In cases of Schools certified before 1872, this amount is 2s.

‡ In cases of Schools certified before 1872, this amount is 5s.

¶ In cases of Schools certified before 1872, this amount is 4s.

§ If children are committed under the age of 6 years no Treasury contribution is paid until they attain that age and the full contribution of 7s., 8s., or 10s. per week, as the case may be, is therefore paid by the School Board.

** These children are transferred to a Senior school as soon after reaching 10 years of age as may be desirable.

3. *Education Grants.*—In May, 1899, the Board decided, with a view to enabling the Managers of schools to improve the education, and to increase the efficiency of the teaching staff, to make a grant not exceeding 1s. per child per week for the appointment of duly qualified teachers, or the appointment of additional teachers, or for increasing the remuneration of existing teachers. The payment of this grant was, however, subject to the acceptance by the Managers of conditions similar to those mentioned in connection with the increased maintenance grant. Grants of this character were made to 20 schools, but at a later date they were in 15 cases discontinued in favour of the increased maintenance grants, with the result that education grants are now being paid to the Managers of five schools only.

4. *Licensing Allowance.*—An allowance is made by the Board to assist Managers in the supervision of children on licence at the rate of 2s. per week for a maximum period of 13 weeks, and 1s. per week for a maximum period of 26 weeks; but these payments cease in all cases when a child attains the age of 16 years.

5. *Disposal Grants.*—A contribution of £3 towards the provision of a suitable and sufficient outfit is made to the Managers in the case of each child placed in some situation or otherwise disposed of to the satisfaction of the Board.

6. *Contribution towards Emigration Expenses.*—In cases approved by the Industrial Schools Committee a sum of £9, in addition to the £3 mentioned above, is paid to the Managers in the case of each child emigrated to one of the British Colonies.

7. *Special Grants.*—Applications are from time to time received from Managers for assistance to enable them to meet exceptional expenditure, either in regard to the apprenticeship of a child, the purchase of special surgical appliances, expenses connected with particular cases of sickness, the cost of hospital treatment, temporary residence in a convalescent home, or funeral expenses.

8. *Building Grants.*—In order to secure places permanently for the use of the Board in Industrial schools and to enable Managers to improve their buildings, grants have from time to time been made at the rate of £10 for each bed. The main conditions governing these grants have been as follow:—

The places are to be reserved for Board cases so long as the school shall exist.

In the event of the school being discontinued within a period of 10 years after the

payment of the grant, repayment is to be made to the Board according to the following scale: within 3 years, 75 per cent.; within 7 years, 50 per cent.; within 10 years, 25 per cent. The Managers are to give security for carrying out their agreement as to repayment.

In the year, 1899, the Board decided that in special circumstances grants might be made at a higher rate than £10 per bed; but in these cases the term during which Managers are liable on the closing of the school to repay to the Board a proportion of the grant is increased from 10 to 20 years, viz.: within 7 years, 75 per cent.; within 12 years, 50 per cent. and within 20 years, 25 per cent. The regulations with regard to building grants were at the same time amended by the addition of conditions identical with those mentioned under the heading of "Maintenance Contributions."

The following table gives particulars of the building grants made to schools (£25,217 10s.), and of the number of vacancies secured (1,930), &c. It will be noticed, however, that some of the schools have now been closed, and the number of places available is therefore now only 1,550:—

School.	Year.	Amount.	No. of Beds secured.	Date of termination of liability for repayment.	Object of Grant.	Remarks.
East London	... 1872	£ 700 0	70	1883	Alteration of premises at Whitechapel.	
"	... 1884	500 0	50	1895	Premises at Lewisham	
"	... 1895	100 0	10	1906	Alteration and enlgt.	
"	... 1900	520 0	—	1921	" " imprvmt.	
St. Paul's	... 1872	1,000 0	100	1883	Alteration and enlgt.	£250 repaid on closing of School in 1881.
King Edward	... 1872	600 0	80	1883	" "	This branch of School closed in 1888.
"	... 1875	500 0	60	1886	" "	
"	... 1879	500 0	20	1890	" "	30 beds had previously been secured without payment.
"	... 1893	300 0	—	—	New drains, &c.	
St. Stephen's	... 1872	700 0	80	1883	Alteration and enlgt.	School closed in 1887.
St. Vincent's	... 1872	300 0	30	1883	" "	
"	... 1873	400 0	40	1884	" "	
"	... 1876	800 0	80	1887	New premises	
"	... 1898	300 0	30	1909	Swimming bath	
"	... 1900	see remarks	—	—	To pay interest and reduce debt	£1 per head per year for 6 years
Milton	... 1874	1,000 0	100	1885	Establishmt of School	} Total accom. of School now reduced to 100.
"	... 1879	200 0	20	1890	Alteration and enlgt.	
Church Farm	... 1874	100 0	10	1885	" "	
"	... 1878	50 0	5	1889	" "	
Surrey	... 1874	500 0	50	1885	" "	School transferred to Mayford.
Essex	... 1875	50 0	5	1876	" "	
"Formidable"	... 1875	100 0	20	1880	Purchase of a Tender	Beds secured for 5 years only.
Field Lane (Boys)	... 1875	500 0	50	1886	New premises	
"	... 1891	800 0	80	1902	Alteration and enlgt.	
St. Francis, Shefford	... 1875	200 0	20	1886	Enlargement	School now closed.
St. Swithun's	... 1892	172 10	80	1903	"	School closed in 1899, repayment clause waived.
Clifton	... 1893	250 0	25	1904	Purchase of School buildings	
"	... 1894	250 0	25	1905	Alteration and enlgt.	
"	... 1899	1,900 0	50	1920	" "	
"	... 1900	500 0	—	1921	" "	
Boys' Home	... 1893	300 0	80	1904	Alteration & imprvmt.	
"	... 1898	400 0	40	1909	New Band Room.	
"	... 1899	100 0	—	1920	New Band Room, &c.	
Hereford	... 1894	600 0	60	1905	Alteration and enlgt.	
"	... 1902	2,500 0	20	1923	" "	
York (Boys')	... 1894	300 0	30	1905	" "	
Stanhope House	... 1895	250 0	25	1906	" "	
"	... 1900	200 0	10	1921	" imprvmt.	
Plymouth	... 1896	100 0	10	1907	Purchase of new premises.	
"	... 1899	300 0	10	1920	" "	
St. Joseph's	... 1896	200 0	30	1907	Alteration & imprvmt.	
Stockport (Boys')	... 1897	400 0	40	1908	Site & new buildings	30 beds secured in Boys' School and 10 in Girls' School.

School.	Year.	Amount.	No. of Beds secured.	Date of termination of liability for repayment.	Object of Grant.	Remarks.
Fakenham ...	1899	£ 200 s. 0	30	1910	New Schoolroom ...	School closed in 1903. £100 repaid.
Barnes Home ...	1899	600 0	60	1910	Alteration & imprvmt.	Beds secured for 15 years only.
"Mount Edgecumbe"	1899	1,000 0	100	1910	Purchase of a Tender	
Macclesfield...	1900	2,000 0	60	1921	Alteration & imprvmt.	Board also have right to claim 40 additional beds when there are vacancies Last instalment of £500 not yet paid.
St. John's ...	1901	1,875 0	75	1922	" "	
Ardwick Green ...	1902	600 0	60	1923	" "	Beds secured for 15 years only.

IX.—REQUIREMENTS OF THE HOME OFFICE.

When it is proposed to establish an Industrial school, the approval of the Home Secretary must be obtained in writing. To secure this approval it is necessary to satisfy him that the site and position of the school will be such as to allow of a sufficient amount of ground being attached to it for the exercise and recreation of the inmates, and to insure free ventilation and good drainage in the internal space. Plans of the proposed school must be approved by him, showing the area, height and connection of the rooms, and details of the drainage, ventilation and the arrangement of the offices. The regulations further provide that in the dormitories the allowance for each inmate shall be not less than 36 square and 360 cubic feet of space; and in the school and day rooms, not less than 10 square and 100 cubic feet; that boys and girls shall not be boarded together in the same institution; and that, unless the special sanction of the Secretary of State is obtained, the number of inmates shall not exceed 150. When the school is completed a notification of the fact must be sent by the managers to the Secretary of State, who then directs the Inspector of Industrial schools to examine into the condition of the school. If the report of the Inspector be satisfactory, the Home Secretary issues a certificate under his hand, and the school thereupon becomes a certified Industrial school.

Every school must be inspected at least once a year by one of His Majesty's Inspectors of Industrial schools; but, in addition to this annual visit, of which notice is given, the schools are usually visited without notice once or oftener in a year.

Schools are conducted in accordance with rules and regulations which must be approved in writing by the Secretary of State.

X.—EDUCATION AND INDUSTRIAL TRAINING.

It is explained in the section headed "Aim and Scope of the Work" that the object of the Industrial school is to prepare a child in the most efficient manner for its after life.

This preparation consists firstly in moral and Christian training, in education in the school room, and in such useful industries as are compatible with the conditions and circumstances of the various schools.

In former years both the school education and the industrial training were confined within comparatively narrow limits.

1. *Education.*

In the early days the Industrial schools were looked upon as semi-penal institutions, and the inmates were treated more like prisoners than school-children. Corporal punishments were severe, and solitary confinement was not uncommon.¹ Education in the school-room was of a low type, and industrial training was considered the more important part of the work.

¹ "I strongly recommend the establishment of two rooms for occasional separate confinement not to exceed three days in any case."—*Government Inspector's Report*, 1880.

The following extract from the report of His Majesty's Inspector of Industrial schools for the year 1878 gives an idea of the standard of education required at that time :—

Our endeavour is to make the children write a legible hand, read well, and understand what they read, work correctly in the simpler rules of Arithmetic as far as proportion and practice, and write well from dictation. In addition to this, the elements of Geography, History, and Grammar are taught in some schools, and in some I am glad to see Freehand Drawing has been introduced.

That the Home Office was alive to the fact that the Industrial schools were not altogether satisfactory, is indicated in a circular letter dated November, 1881.

I have received instructions from Sir William Harcourt to impress on you the imperative obligation which, in his opinion, lies on Committees of Managers of Reformatory and Industrial schools, to exercise personal vigilant supervision, in order to secure that the inmates should in all respects be properly and humanely treated, and that whilst discipline is enforced kindness should be the rule of the school. It is especially important that the Managers should, by actual inspection, satisfy themselves as to the quality and quantity of the food, clothing, and bedding; should ascertain that full effect is given to the provisions for industrial training and general education, and should see that the punishments are kept within reasonable and legal bounds, and faithfully recorded in a book kept for the purpose.

The unsatisfactory nature of the school-work was the outcome of circumstances over which the Managers had no control. It may have been partly due to the low standard then adopted by the Home Office. The following is an extract from a Home Office Report written in 1881 :—

I would strongly advise that a limit be set at the Fifth Standard. This is about as much as we can attain to in schools of this character, and with the limited time allotted to school education. To attempt to go beyond this generally results in failure, and has a damaging influence in exactness and accuracy throughout the school.

As a witness before the Royal Commission on Industrial schools one of the Home Office Inspectors, speaking of the teachers in Industrial schools, said "The majority of the men are not certificated, they have not had proper training; but they are fit to teach so far as we want them to go." Another said of the education in these schools: "I do not think there is any necessity whatever for improving it." The Royal Commission answered this by reporting :—

If they (*i.e.*, the Industrial school children) are not to be under heavy disadvantages as compared with their competitors in after life, they should receive an elementary education similar, and as far as circumstances admit, not inferior to that which the law obliges other children to receive, at the Public Elementary schools.

In the year 1880 the Board's Inspectors were instructed to visit the Industrial schools with which the Board had agreements, as well as the schools under the direct control of the Board, and to report not only on the educational and industrial training, but also on the staff, the condition of the buildings, the sanitary and domestic arrangements, food and clothing, health, conduct, punishments, how the children were placed out, and their subsequent history. For about six years the duty was divided, but, at the end of the year 1886, it was devolved upon one Inspector, who since that time has yearly inspected the schools, and has examined the children sent to them at the instance of the Board. His reports will be found in detail in the Yearly Reports of the Industrial Schools Committee to the Board, and so far as the Board is concerned, it is largely to Mr. Ricks' reports that we must turn to trace the history of these Schools for the past twenty years.

During the fifteen years following 1880 there does not appear to have been much improvement in the Industrial schools so far as school-work was concerned. The Board Inspector reported in January, 1893 :—

Though some schools have improved considerably of late, in the majority there is little or no attempt to awaken and develop intelligence. Reading is not taught with a view to inspire love for reading, neither for the interest it awakens, nor the delight it affords. Composition, even of the simplest kind, is practically unknown. Arithmetic is a matter of rule rather than a process of reasoning, and mechanical accuracy the all important goal. We usually, not always, miss Recitation, Drawing, Object Lessons, Singing by Note, English, Geography, History; and, in fact, most of those things which tend to make a school efficient, and withal pleasing and attractive.

And again he writes in May, 1894 :—

Are the scholars in the Industrial schools receiving an education similar, and as far as circum-

stances admit, not inferior to that given in the Public Elementary schools? Are the intellectual faculties being trained and the latent tastes and powers developed by a suitable course of elementary teaching?

His answer was:—

Admitting exceptions—a few of them notable exceptions—decidedly not. The education is distinctly inferior. There is but a very scant training of the intellectual faculties, and latent tastes and powers are very little developed. The work is good of its kind, and rubbed in, in many cases, with a persistence and a perseverance worthy of a better cause. It is the quality, not so much the quantity, which is at fault. To the uninitiated it is the education in the standards as prescribed by the Day School Code; to the initiated it is the dry bones of the Standard work.

An analysis of the Home Office Blue Book, 1893, shows that out of a total of 109 schools in England and Wales, 16 schools taught a little Geography, 10 took Drawing, 3 a little English, and 7 Recitation.

Even at this period it was considered unnecessary to attempt to carry children beyond the Fifth Standard, no matter to what extent they were gifted with ability and natural capacity.

In consequence of the persistent pressure of the Board, and of the direct pecuniary assistance given by it in the form of an Education Grant, and also, of the more liberal policy which has been adopted by the Home Office, the educational progress in these schools during the past decade has been very marked, and at the present moment the work in an Industrial school is probably as good as in the average Board School.

An analysis of the Blue Book for the year 1903 shows that 116 Industrial schools were carried on in England and Wales, and that 87 of these schools have a Standard VI. with nearly 1,200 scholars, and 28 have a Standard VII. with over 200 scholars. In addition to Reading, Writing, Spelling and Arithmetic, all the schools took Mental Arithmetic, Geography and Singing; 110 took Recitations, 101 Composition, 96 Object Lessons, 65 Drawing, and 9 English Grammar; while 52 schools use History reading books, 12 Domestic Economy reading books, and 9 Elementary Science reading books with a view to giving the children some elementary notions in these subjects. Shorthand, Typewriting and Bookkeeping are also taught in one or two of the girls' schools.

2.—Industrial Training.

The character of the industries taught is determined in a great measure by the situation of the school—whether it is a town or a country school. In both cases, however, three main industries are generally adopted in boys' schools, viz., Tailoring, Shoemaking, and Bread-making. The reason for the choice of these industries is that each, besides being useful to the children, is of pecuniary advantage to the schools, because the labour is utilised in clothing and feeding the inmates. Another consideration in the case of both classes of schools is the possibility of disposing of the results of the labour profitably. In town schools such industries as the following are also adopted: Basket-making, Wood-turning, Brush-making, Printing, Paper Bag-making. Wood-chopping was at one time extensively carried on, as it was a very remunerative occupation, but as the boys engaged in this work were not benefited thereby, it has been discouraged both by the School Board and by the Government, and has, except in a few cases, been discontinued. In country schools other occupations are possible, the chief of which are Farming and Market Gardening. In many schools, both in town and country, Carpenters' Shops are established, in which manual instruction is given; and other shops in which instruction, practical and technical, is given in Metalwork, Blacksmith's Work, Plumbing, House Decoration and Designing.

The employment of the children in each of these industries is, to some extent of advantage to the schools, and is specially beneficial to the children in making them intelligent, expert in the use of tools, and generally handy, and in affording valuable means for their disposal at the end of their term in a better manner than would be otherwise possible. In the girls' schools the chief industries adopted both in town and country are Laundrywork, Dressmaking, Cooking, and General Housework, all of which are of mutual advantage to the children and to the institutions.

In order to give the various kinds of industrial training in the most efficient and

thorough manner, the several disciplinary officers of the schools are carefully selected with regard to their proficiency in the trades followed, and to their capacity to impart such knowledge to the children. They are all practical men, masters of their respective trades, and, in many instances, possess certificates from technical schools certifying to their knowledge of and capacity for imparting technical instruction. It is one of the conditions for the recognition of an Industrial school that all the shops shall be suitable for their purpose with respect to space, light, and air, and that they shall be adequately equipped with the necessary tools and materials. Great care is exercised by the Governors of the various institutions in deciding upon the particular trade or industry which shall be taught to the children. Consideration is given, so far as circumstances permit, to the bent or wish of the children themselves, and to their apparent capacity for or adaptability to any particular occupation. His Majesty's Inspector on behalf of the Government, and the Board's Inspector, and, as opportunity serves, the Principal Clerk of the Department, on behalf of the School Board, satisfy themselves by personal visitation to the shops that the trades are being conducted upon satisfactory lines, that the instruction is given in an intelligent and suitable manner, and that the children are taught the technical or theoretical part of their business as well as the practical.

The following is a quotation from the Government Report of 1901 :—

Industrial training continues to improve. Year by year more schools come into line, and now in a large proportion of them children will be found who have more than a merely empirical knowledge of the handicraft in which they are engaged. These young carpenters, saddlers, shoemakers, tailors, and others, can not only cut, chip, saw, hammer, press, or stitch, they can also draft out their work on paper, wood, cloth, or leather; tell a visitor the nature, uses, and quality of the tool or material they are handling, and will display an interest and pride in their work which indicate influences at work far more effective for the formation of character than volumes of sermons or years of dangling on a nurse's knee. What these schools are succeeding in doing is to apply to all the trades they engage in the principles on which are based the courses of Manual Instruction in Woodwork in many Elementary schools, and in Metalwork in a few. But they do not forget that after all it is practice which makes perfect, and they have no fastidious contempt for the humbler occupations in which many an honest livelihood is gained. In an age of conflicting authorities and ideas, they may well hold fast to Goethe's maxim: "In all things to serve from the lowest station upwards is necessary. To restrict yourself to a trade is best. For the narrow mind, whatever he attempts is still a trade; for the higher an art; and the highest in doing one thing, does all; or, to speak less paradoxically, in the one thing which he does rightly, he sees the likeness of all that is done rightly."

XI.—PHYSICAL TRAINING AND RECREATION.

One of the most interesting and most important features of Industrial school work is the physical training and development of the children.

The inmates of Industrial schools have in many cases been the victims of underfeeding and neglect from their infancy. A large proportion of them, therefore, require in the first instance specially nourishing food, until they have been brought into a healthy condition. When the child's health has been fairly established, it is maintained and developed by suitable exercise and recreation, conducted, as far as possible, in the open air. Moreover it is an axiom with superintendents, and others experienced in the management of Industrial schools, that constant occupation is essential to good government. In order to secure and maintain good discipline, good moral tone, and even good physical health the children must always, when not at meals or in bed, be engaged either in school, at work, or at drill, physical exercises, organised games, or play. Listless idleness cannot be tolerated, as it fosters vice and discontent, and is a foe to happiness and health. The children are kept doing something as much as possible during their waking hours. In all schools a certain amount of drill and physical exercise forms an important part of the school curriculum. This is the case to a greater extent in town schools, where industrial occupations are mostly of an indoor character, than in country schools where a large proportion of the boys are engaged in outdoor pursuits such as Farming and Gardening. Although in all farm schools the boys generally look particularly ruddy and healthy, there is a decided superiority in the gait and set up, and even in the chest measurement, of those in the farm school, where systematic attention is paid to physical exercises and gymnastics. The Physical training by organised exercises has everywhere assumed greater importance

Illustrations of Industrial School Work.



PURBROOK INDUSTRIAL SCHOOL—HAYMAKING.



ST. VINCENT'S INDUSTRIAL SCHOOL, DARTFORD—GARDENING.

To face page 18.



Illustrations of Industrial School Work.



ST. VINCENT'S INDUSTRIAL SCHOOL, DARTFORD—GARDENING.



ST. VINCENT'S INDUSTRIAL SCHOOL, DARTFORD—PHYSICAL DRILL.

To face page 19.

of late years than was formerly the case. Apart from the development of public opinion in the matter, the result is due, in a great measure, to the support of H.M. Inspector and the Home Office. In a large proportion of the boys' schools and in some of the girls' schools, an excellent display of gymnastics can be given, which would include practically the whole of the children and not a few specially selected squads. The result is the improved physique of the children. The system of instruction followed in the case of boys is usually that adopted for the Day Schools of the Board. The excellence of this system is generally recognised by experts, and is the basis of that adopted for the Army. A large number of boys' schools possess a swimming bath and a gymnasium, and a qualified gymnastic instructor is now, as a rule, a member of the school staff.

Mr. Legge says, in his report for 1897 :—

Experience, particularly in this class of school, goes to show that in order to keep a boys' school sweet and clean there is absolutely nothing so efficacious as a gymnasium in proper use.

In some of the schools advantage is taken of proximity to an Army Depôt for the engagement two or three times weekly of an Army staff instructor, with results which must be seen to be adequately realised.

With the view to the extension of this important section of training in its own schools, the Board, in March, 1902, appointed Mr. Chesterton as Superintendent of Drill and Gymnastics for each of the Board's Industrial schools for boys. The Gordon House Girls' School is being supervised by Mrs. Matthews, one of the Board's organising teachers of Physical Exercises for Girls.

With a view to stimulating the Managers of Industrial schools to take a greater interest in physical training, and to improve the methods employed at their own institutions, the Board in the autumn of last year, held a public display of Drill and Gymnastics. The whole of the boys' schools within a reasonable distance of London, sixteen in number, were invited to take part in the display, and fourteen (including the Board's own schools) accepted the invitation.

Some difficulty was experienced in obtaining the use of a suitable room in a convenient central position, but the Committee were fortunate, through the kind offices of Mrs. Dibdin, in securing, free of charge, the use of the Holborn Town Hall, on the 10th November. The display was held in two portions, half of the schools taking part in the afternoon, and the remaining half in the evening. Great interest was evinced in the gathering by the Government Inspectors of Industrial schools, by the members of the recently appointed Commission on Physical Deterioration, and by several distinguished persons officially connected with the question of physical development, such as Colonel Fox and Colonel Onslow, by the Managers and Superintendents of the schools concerned, and also by a small section of the general public. The interest taken by the managers of schools other than those actually engaged was demonstrated by the fact that managers, or superintendents, attended from various parts of the country, including places as far distant as Hereford, Bristol and York. The exercises comprised in the display included free movements, dumb-bell exercises, gymnastic marching, gymnastics on parallel bars and vaulting horse, club, sceptre and wand exercises, physical drill with arms, and organised playground games. The programme was, as far as possible, arranged so that no two schools gave identical displays. The unanimous opinion of the many experts on matters connected with physical education, who were present, was that the display was an unqualified success, and that it would have a highly beneficial effect in drawing attention to the possibilities and advantages of properly organised physical training conducted upon scientific lines. It was also considered that the gathering was an excellent inauguration of a movement which, it was hoped, would, in future, be extended so far as to include representatives of Industrial schools for girls as well as boys from the country generally.

Organised Games.

Of equal importance in the physical training of the children are what may be collectively termed "Organised Games" and athletics, such as cricket, football, swimming, running, jumping, and boxing. The fostering of cricket and football has been greatly promoted of late years by the warm encouragement of H.M. Inspector,

and by the formation of leagues among the Home Office schools, divided into North and South of England. The matches between the various schools in the Leagues are contested with the greatest keenness, and are marked by sportsmanlike behaviour, good temper, and unselfishness on the part of the players. This is one of the best features of the contests. Not only are the teams interested in the matches, but this interest is shared by the rank and file of the schools, and it causes among the youngsters an amount of emulation to qualify for selection which has a most beneficial effect upon them, and constitutes one of the best aids to discipline. It possesses many other advantages, such as mixing with boys of other schools; giving them self-confidence, and increasing their self-respect. Mr. Legge has observed that "an incidental advantage of this spirit in our schools is the attraction it offers for masters in sympathy with boy-nature, who thoroughly understand and enjoy a game themselves, and take a pride in working up to efficiency the material they have in hand. Many a good fellow finds himself heartened for his work in the schoolroom by the consciousness that by directing and joining in the boys' sports he has won their confidence and affection as he could have done in no other way."

To witness the "final" for Mr. Legge's cup in cricket or football is indeed a great pleasure. If the respective teams engaged were playing for their lives they could scarcely be more in earnest; they are in splendid condition, and display exceedingly good form. An expert report in one of the sporting newspapers recently of a "final" football match between two Industrial school teams, contained the remark that to see football played to perfection, each individual playing his utmost in a sportsmanlike and unselfish manner, and showing the best of "form," one must go to one of these boys' matches. For general physical development running is declared by experts to be one of the best exercises possible. Mr. Legge remarks in the Government Report for 1897:

In all boys' schools every boy ought to double round the playground twice every morning, before breakfast, and should be provided with a fairly light pair of boots or shoes for the purpose of exercise.

In some schools this form of exercise is pursued systematically under the supervision of one of the masters, who has been selected for that post on account of his special qualifications as "trainer." It is most interesting, on a visit to one of these schools, to see the boys turn out in orthodox running costume, and, in splendid form, run races for a mile or half-mile, or sprint a hundred yards in excellent fashion, without the least apparent distress. Such a school, as for instance, St. Vincent's, Dartford, which, in common with many Catholic schools, is famous for the athletic prowess of its boys, of whom nearly all are sent by the Board. Another most valuable form of physical exercise—swimming—is making rapid progress, particularly in town schools, which have swimming baths of their own, or possess facilities for using public swimming baths. In some cases, however, country schools have either a natural or artificial bath, and succeed in making swimmers of practically all their boys. Some of the schools with which the Board are closely connected are very prominent with regard to swimming. From the Ardwick Green School, Manchester, the following letter was received in December, 1899:—

I have great pleasure in informing you that a team of our boys have won the Schoolboy Swimming Championship of England. The first step was to gain the title of Champions of the North. Having accomplished this, we had to meet the Champions of the South and Midlands. This race was decided at Nottingham on October 14th, when we defeated the People's College Team, Nottingham, by twenty-five yards, and Lyndhurst Grove Board School, London, by forty yards. There were four members of each team, and the first boy from each school commenced the race; when the first boy finished the distance the second boy commenced; when he had accomplished the distance the third entered the water; the fourth followed when the third one had finished. Each school followed the same method, so that the school whose fourth boy finished first were the winners.

Each boy swam $73\frac{1}{2}$ yards, and the time taken for the whole distance ($293\frac{1}{2}$ yards) was 270 2-5 seconds by our team. By this victory we hold the Championship Shield for twelve months; also the boys receive a silver medal each, and the school and each boy a certificate recording the victory.

We teach the practice of Life-Saving, and the Humane Society for the Hundred of Salford awarded four boys medals for efficient rescue work; fourteen boys were presented.

Two old boys were last year presented with medals for saving lives from drowning.

We have at present 180 swimmers in school out of 200 boys."

The East London School, Lewisham, makes a great feature of swimming, and stands in the front rank for this as well as for all other forms of physical exercise. In this school all the boys have been sent by the Board. The "Shaftesbury" training ship, too,



ST. VINCENT'S INDUSTRIAL SCHOOL, DARTFORD—PHYSICAL EXERCISES.



ARDWICK GREEN, MANCHESTER, INDUSTRIAL SCHOOL—SQUADRON SWIMMING TEAM.
(Winners of Martin Shield for boys under 16—1903-4.)

does remarkably well; and Upton House Truant school has been most successful in teaching a large number of its inmates to swim, although they are in residence only a short time. The Highbury Truant school does not at present possess a swimming bath, but this defect will shortly be remedied, and then doubtless that school will become as renowned for swimming as it has already been pre-eminent in drill and physical exercises generally. The Drury-lane Day Industrial school boys are successfully taught to swim in the small swimming bath at the school, whilst the girls have been kindly taken in hand with the best results by Miss Dibdin, the daughter of Mrs. Dibdin, the popular chairman of the school. The Brunswick-road Day Industrial school children are regularly taken by a gymnastic instructor to the Poplar Public Baths, which are conveniently near. Prior to the transference of the Davenport-Hill boys from Margate to Portslade and elsewhere, they received regular gratuitous instruction at the baths on the Fort by the Margate Swimming Club, who took the greatest interest in the boys. The progress which they made in swimming and life-saving with these teachers was quite remarkable. As an example of the great value of teaching lads to swim the case may be mentioned of H. Pentelow, a boy of only ten and a-half years of age, who gallantly saved from drowning in the sea another boy belonging to the school, and also one of the labour masters, who had endeavoured to render the drowning boy assistance, but who being himself a poor swimmer had got into difficulties. Pentelow received the certificate of the Royal Humane Society. Particulars of the rescue were reported in the local press and are reproduced in the accompanying history of the Davenport-Hill school.

Physical training is not such a prominent feature in girls' schools, but it is making good progress. In the Government Report for 1898, Mr. Legge writes:—

Nor have girls been neglected. Quite as striking as anything seen at boys' schools has been the improvement in the gait and deportment of the girls in many schools, owing to the more sustained practice of well-designed extension and marching exercises. A glimpse at the raw material in any schools will show how important and how difficult the work must be. Among Industrial schools it is fair to mention two which have especially distinguished themselves by the excellence of the training given in them: they are St. Margaret's, Mill Hill, and Gordon House, Isleworth. The Leeds School Board's school at Thorparch is the only one at which systematic gymnastic instruction is being given to girls, and the results there will be watched with much interest. At several schools regular instruction in swimming is being given.

It may be interesting to quote the conclusion at which, with regard to physical training in Industrial schools (Scotland), the Royal Commission on Physical Training have arrived:—

On a consideration of the evidence, we have come to the conclusion that, with very unpromising physical and moral conditions and previous training, an immense deal has in such institutions been done by a system properly applied and vigorously pursued on a scientific base.

The experience of such institutions clearly shows that physical training is quite as important in fitting boys for civil life as it is for boys intended for the Army and Navy. And the case is not different with regard to the girls.

Summer Camps.

Another feature of Industrial school life is the annual summer holiday at the seaside or in camp in the country. This change is particularly beneficial to children in town schools; and it has its advantages even for children in country schools: for it provides them with a change of scene and air. It permits the school buildings, to be cleansed. It also brightens the children's lives, enlarges their experience, and gives them something to look back upon, and something to anticipate. Many of the schools have permanent auxiliary homes at the seaside, to which batches of children can be sent, in rotation, all the year round.

XII.—AIM AND SCOPE OF THE WORK.

It may be asked, is the work worth the expenditure involved? What results can be shown? Is not a great deal of the thought and labour and expense thrown away in consequence of a large number of the children reverting to their former condition?

First of all, let us see of what the work consists, and let us examine the material which is operated upon. It will be readily admitted that the work is hard, that difficulties abound which can only be overcome by much thought and patient labour. At once it is evident that much of it is of the worst. Many of the children are taken from the lowest classes of society; from parents, one might even say ancestors, often

steeped in vice, crime, and immorality. As the late Chief Inspector of Industrial schools has written, "they are the offspring of the reckless, the improvident, the criminal and the vile."

Some of them, even when taken very young, have inherent in their natures many vices and evil habits. But, with time and care, these may gradually be overcome and banished. When committed later, however, they have, in addition, many acquired vices, which have been too deeply impressed upon the mind and nature of the child to be removed except after the greatest labour and pains, and the danger of relapse upon leaving the school is always in these cases a most grave one.

The popular idea is that all these children are extremely naughty, and many of them absolutely and irredeemably wicked. Of course many of them have, in the conventional sense, been bad; but none of them are so bad as to be absolutely irreclaimable. They have been the creatures, or rather, the victims of circumstances. Under normal conditions of family life and environment, they would have been much the same as other little boys and girls. Bad parents, bad home surroundings, vicious companions with whom they have been obliged to associate, have made them what they are.

Notwithstanding their inherent faults and failings, these little people are in reality very attractive and interesting. One has only to become intimately acquainted with them to become fond of them and quite to lose sight of the fact of their having been "potential criminals." The majority of them are abnormally sharp-witted and intelligent, for their brains have been quickened by the stern master "necessity." Many of them have had to shift for themselves, and find their own food and lodging, to fight and fend for themselves at an age when other children are in the infants' school or the nursery. How they do it is an almost incredible story.

This, then, is the material, or, at any rate, the greater part of it, which has to be converted and transformed into upright, honest, healthy, clean-minded citizens, who will be a credit to their school and training, and valuable members of society. Is this end attained? The answer is emphatically in the affirmative. For four years after they leave the school the Government requires reports, giving detailed particulars as to how they are getting on in their respective situations, and as to the character which they bear. By the time of the last report the lad or girl is fairly launched in life, and success or failure are pretty well determined. The percentage of failures or cases which relapse is exceedingly small.

XIII.—CONTROL OF CHILDREN WHO HAVE LEFT SCHOOL.

1. *Disposals or Placing Out.*

Upon the success, or otherwise, of the disposal of the children rests the verdict as to whether the work of the school, and those connected with it, has been fruitful or the reverse; whether the money spent upon the maintenance of the children has been expended wisely and judiciously, or whether it has been practically wasted, and the valuable years of the child's training at the school frittered away and for ever lost. Let us then enquire into the manner of disposing of the children at the end of their term of residence in the school.

The training of a child in the school during the term of its detention is directed to fitting it to support itself at the end of it. This is the most critical stage in the child's career. In order to bridge over the earlier portion of this period by keeping in comparatively close touch with the children, the Industrial Schools Act, 1866, authorises a system of licensing them "to live with any trustworthy and respectable person named in the licence, and willing to receive and take charge of them." In practice, this means to an employer, or to some person who is willing to provide a home for the child whilst engaged in suitable employment. The licence can only be in force for three months, but it may be renewed for further periods of three months, until the period of the child's detention has expired—*i.e.* at the age of 16. In the case of unsatisfactory conduct the licence may be revoked. In 1894, Parliament, with the view of further protecting children after the term of their detention had expired, extended the provisions with regard to licensing, by certain sections in the "Industrial Schools Acts Amendment Act,"¹ which gives Managers of Industrial schools supervision of the

¹ 57 and 58 Vict., c. 33.

children until they have reached the age of 18, and also gives them power, where necessary, to revoke the licence of such children, and to recall them to the school for a period not exceeding three months at any one time.

As a rule, it is disadvantageous to the child to remain in the school to the limit of its term of detention. In the case of boys it has been found better to release them on licence at about 15 years of age, or even still earlier. Boys of the labouring class begin to work at 14 or sooner; and, as such boys are paid about an equal rate of wages at the beginning, regardless of age, it is unfair and discouraging to the elder children. It is found that a lad takes to outside work more kindly, and is more amenable to control at 15 than at 16. Moreover, at the latter age he is too old for apprenticeship; and he is, generally, not sufficiently competent to go as an "improver" and earn his living at the trade which he has been learning in the school. Although, therefore, it is, in many instances, to the financial interest of the managers to retain lads in the school for the full period, in order to benefit from the productive labour which they are able to perform, it is now the general practice to license boys out at about 15 years of age. In former years it was deemed to be of advantage to girls to remain in school until 16, so that they could be better trained for domestic service; but now, even in their cases, it is usually found to be desirable that they should be licensed at 15 or 15½.

2. Kinds of Disposal.

The employments into which children are placed upon leaving school vary considerably, according to the children's tastes and capacities, and to the locality of the school and the opportunities of the superintendents and managers.

Girls usually enter domestic service, and this kind of disposal is generally considered to be the best for the majority of girls. They are well-paid, well-fed, well cared-for and have good opportunities of advancement. Experts differ as to the desirableness of placing girls as general servants in middle-class families, or in more well-to-do families where many servants are kept. Many superintendents have strong objection to the latter course, and their reasons are certainly very cogent. Some, however, have successfully entered higher employments as Teachers, Milliners, Shop Assistants, Art Students, Art Needleworkers.

The range of occupations is much larger for boys, and the choice more varied. Among the most popular are the following:—Army, Farm-service, Emigration, Domestic Service, Mercantile Marine, and trades of various kinds. A larger number enter the Army than any other employment. They go as Band boys, for which they have been prepared by the school Bands. Nearly every boys' school has its Band, and in many this is one of the most important "Industries." The primary object, of course, is to prepare the boys for the Army. Many of the bands discourse excellent music, and considering the age of the performers, and the fact that the best players are being constantly removed, the ability displayed is extraordinary. In many cases the schools obtain paid engagements at different public events, such as flower shows, &c.; and in some cases near London the band has been regularly engaged by the London County Council to play in the parks. The band-masters of regiments are glad to get such recruits, in consequence of their knowledge of music, and because they have been accustomed to discipline. A number enter the Royal Navy, but the facilities for their joining this branch of the Service are not equal to those of the Army.

Both employments are considered to be exceedingly good for Industrial School boys, as they are given opportunities of advancement, and are removed from the many pitfalls which beset boys in civil employment.

Mr. Legge, in the Government Report for 1899, says:—

There is not the slightest doubt that enlistment in the Army and Navy is to be commended as a means of disposal for the boys in Home Office schools. These boys are the stuff out of which good sailors and soldiers are made; they are quick-witted, full of courage, reckless even to a fault, and the open-air life and steady discipline are just what suits them. On enlistment they are saved from returning to the surroundings which proved their bane in childhood. Finally, there is a fitness in boys who owe much of their education to the State repaying their debt in service to the State.

Again, in the Government Report for 1900, Mr. Legge writes:—

"It will be seen that the numbers joining the Army and Navy have been well maintained. Attention was called last year to the part played in South Africa by old boys from the Home Office Schools.

It was suggested that revised figures might be published this year, considerably exceeding those given last year, which seem to have strikingly impressed all who became cognisant of them. From the latest returns received it appears that the total number of old boys who have been at the front is not less than 4,565. Of these, 216 have been killed or have died of disease, and 351 have been wounded or invalided; three have been recommended for the Victoria Cross; ten for the Distinguished Service medal; two have gained commissions; four have been specially mentioned in despatches; and others have received special promotion for good service rendered. The Secretary of State was good enough to direct a minute to be sent round to all Managers of schools congratulating them on the achievements of boys trained in their schools. This concluded with the expression of the conviction 'that many now in the schools will be found to follow in the same path of good service to their country.' Few hopes were ever more certain of realisation. Examples were given last year of the acts of heroism which have won distinction in particular cases. There is no need to add to them this year, but an instance of fine feeling of another sort may be quoted—it is one of a number which have come to my notice. Before going out to the front a soldier deposited with the superintendent of his old reformatory his valuables, and has sent to him his savings from time to time. On the eve of setting out for special duty of a hazardous kind, in the execution of which he was one of a party of volunteers, he wrote to the superintendent a letter, from which the following is an extract: 'So now, sir, should anything happen to me on this turn of duty, I wish to leave my medals to my eldest brother. His address is H.M.S. ——. And for the few (seventeen) pounds you have of mine, I leave it to buy sports for the boys in the old place where I have spent many a happy day.'

A large number, mostly from training ships, enter the Mercantile Marine; and many boys take employment upon farms, where they live with the farmer as a member of the family. Mr. Legge, in the Report for 1901, points out:—

As Industrial training improves, the number of those engaged in skilled employment must increase. The most arduous, and not the least important, of a superintendent's duties is the placing out of boys. But hard work reaps its reward, and once a good connection is established with three or four large employers of labour, the task is easier. Instead of having to find employers for boys, boys have to be found for employers. The secret of success in several cases has been a study of the kind of boys wanted here or there, and of the precise training likely to be useful, followed by a resolute effort to give boys that precise training. Finally comes the struggle to keep hold of lads, who are qualified for skilled employment, and prevent them from drifting back into the vicious circle from which they originally came. It cannot be too often repeated that the Working Boys' Home is the most valuable auxiliary a school can have; and the growth of these homes in connection with schools is one of the most hopeful signs for the future.

Very great care is taken by the managers and superintendents of schools in placing children in suitable employment. They are not placed out in a haphazard manner, but only after the most careful inquiry as to the suitability of the employment, the respectability of the employer, and the likelihood of the latter to take a real interest in the welfare and advancement of the child. In order to satisfy themselves upon this point Superintendents often travel long distances in order to make the personal acquaintance of an employer, or to see exactly the kind of situation, and the conditions under which the child will live. In the cases of London boys sent from schools in the country to employment in London, an officer of the Board visits the proposed employer, and must report favourably, both with regard to him and to the respectability of the proposed residence and surroundings of the child before the Board will consent to the disposal.

In a few cases the children are allowed to return to their friends; but this is only permitted if the parents and home surroundings are satisfactory and some suitable employment is found for them.

The following leaflet issued by the Managers of the East London School at Lewisham may be taken as a model of the conditions upon which boys should be allowed to live with their parents or relatives when on licence:—

- 1.—That the parents or relatives must be sober, respectable, and have a suitable home for the boy.
- 2.—That they must reside in a decent locality.
- 3.—That the boy will be supplied with a bed for himself in a bedroom, and not in a living room.
- 4.—That the parents or relatives undertake to see that the boy reports himself monthly at the school or by letter, and that he lets the superintendent know whenever he changes his situation.
- 5.—Parents and relatives must understand that the Managers have control over the boys by an Act of Parliament until they are eighteen years of age, and that they are liable to be brought back to the school.

In practice this latter mode of disposal is not so successful or satisfactory, from the child's point of view, as the plan of being provided with employment away from home

by the school managers. Unless the circumstances are exceptionally favourable, the children are in great danger of relapsing, and in many instances they are induced to return home by parents whose only object is to profit by their earnings. Upon this point Mr. Legge says, in the Government Report for 1897 :—

Parents, as a rule, want these children back when they leave school, not so much from the affection which they cherish for them, as from a desire to get money out of them.

In many cases no communication whatever passes between the child and its parents during the whole of its term of detention until just before its close. Then the parental anxiety to be united to his child is quite remarkable. The child is anxious to respond to the new-found love of its formerly indifferent or cruel parents, and expresses a desire to return home, refusing to be disposed of in any other manner. If the desire be granted, disillusionment, as a rule, speedily follows. Many superintendents, therefore, before licensing out a child in the event of its desire to return home, give it a fortnight's holiday, so that it may obtain a clearer appreciation of the meaning of "home" in its case. The effect of such a visit is generally to remove the illusion, and to secure the ready sanction of the child to its disposal by the Managers in some more suitable manner.

It is most important that children should be placed in situations which afford prospects of future advancement and an ultimate means of livelihood, even at comparatively low commencing wages, rather than that they should be placed in unskilled employment in which the immediate remuneration is comparatively high. These latter posts are easy to obtain, but they rarely lead to permanent employment; the lad in a few years has to make way for younger boys at lower wages, and he probably drifts into merely casual labour, and may even degenerate into the ranks of the so-called "Hooligans." For this reason the Committee have discouraged as much as possible the practice of licensing boys to the latter class of situations; and the Managers are now resorting to them only as a last resource for those boys who are very dull, or who have some slight physical defect which unfits them for better positions.

3. Emigration.

For many Industrial school children emigration forms the most effective of all disposals. The children suitable for emigration are those of worthless parents, or who have no parents, and consequently no homes. They must be physically strong, and must not have retained any criminal tendencies. The Colonies refuse to be the dumping ground for physical or moral refuse. They require promising material for future citizens. This means of disposal has been freely adopted by many Industrial schools, and the results have been so good that the number of children sent to employment in the Colonies increases yearly.

At present Canada is the only Colony which is effectually open for the emigration of Industrial school children. The Legislatures of Ontario, Manitoba, and Quebec have passed Acts regulating the emigration of children from England; but the Quebec Act is practically inoperative.

The following description given by the Rev. Father Worthy, who has for many years had charge of the Industrial school at Shibden, Yorkshire, gives a good account of the conditions under which children emigrate :—

Some years ago there were no laws in force in Canada specially to protect immigrant children; but children emigrated to Canada to-day have many safeguards. Two Acts have been passed—one for the Province of Ontario, and one for the Province of Quebec, and a similar one was passed in Manitoba. Their provisions are very similar, and are the same in effect, except that Quebec is governed by the Code Napoleon, and the Act had to be made to agree with it. The Ontario Act came into law in 1897, and the Quebec Act on January 30th, 1899. These Acts are to prevent the immigration of undesirable children, and, secondly, to safeguard the interests of suitable immigrant children. They provide, amongst other things, that every emigrating society or agent must be authorised by the Lieutenant-Governor of the Province. Any society which is not registered is liable to a fine. All such societies or agents are subject to the supervision of the Inspector of the Province, who must visit each home at least four times a year, and oftener if necessary. The Inspector must report to the Lieutenant-Governor in Council. Section 4 of the Ontario Act provides that every authorised agent or society shall keep a register containing full particulars of every child brought into the Province. Section 5 prescribes that every society or agent shall maintain careful supervision over every child brought into the Province by the society until it is eighteen years of age. And,

for the purposes of the Act, and for the protection of the person and earnings of the children, the society or agent shall have the powers and perform the duties by law provided in the case of a guardian of an infant. Again, every society shall have a home to which a child out of a place may return.

The following particulars have been obtained from Dr. Barnardo, with reference to emigration of children by his Society :—

(1) The children to be emigrated under the auspices of these homes must be inmates thereof for at least two months prior to the date of emigration.

(2) Your Board agree to defray their cost while in these homes at an inclusive charge of 5s. per head per week.

(3) No child to be sent to us with a view to emigration who is not in sound physical and mental health, or whose character or conduct has been vicious, dishonest, or incorrigibly lazy.

(4) The managers of our homes reserve to themselves the right to return to your union; and to refuse to emigrate any child found after coming into residence, to have such defects, physical, mental, or moral, as are set forth in paragraph 3 preceding.

(5) The cost to the union of children emigrated to be not more than £9 per head, divided thus :—

(a) Railway journey, England; ocean fare; railway journey, Canada; inspection and supervision on journey; and all other expenses incidental to journey; £6.

(b) Outfit, winter and summer, and bag or box containing same, £3.

(6) The Board to pay on emigration a further sum per child at the rate of 7s. per annum for each year needful under recent legislation to maintain inspection. Thus, under the Act, every child must be visited and reported on once per annum until it reaches the age of sixteen. The total payment, therefore, for a child aged fourteen, would be 14s., or 7s. per annum for two years, and for a child aged twelve, 28s., or 7s. per annum for four years.

For this amount we undertake to visit, thoroughly inspect, and report annually on each child committed to our care until he is sixteen, and to comply, on his behalf, and on behalf of the Guardians, with all the requirements of the Canadian Legislature, whether Ontario or Manitoba. Such children will be cared for in sickness, fresh situations will be found for them if needful, they will be protected if wronged, and afforded at all times such advice and assistance as experience has taught us to be absolutely necessary for such young settlers.

(7) The ages at which we are willing to receive children from Boards of Guardians are, for boys or girls, twelve years last birthday to seventeen years last birthday, or boys or girls aged eleven last birthday will be received if they have passed into the fourth standard.

The Managers have obtained from the Canadian Government the necessary authorisation under the recent Acts, which constitutes them the legal and responsible guardians of all the young people emigrated by them to the Dominion, and they have now four separate institutions or branches in the Dominion, situated as follows, and in each of which an expert staff of visitors reside :—

(1) Head Office, 214, Farley Avenue, Toronto. For boys.

(2) Hazelbrae, Peterborough, Ontario. For girls.

(3) 115, Pacific Avenue, Winnipeg, Manitoba. For boys.

(4) 'Barnardo,' Russell, Manitoba. Farm of 10,000 acres for youths from 16 to 19.

Mr. J. G. Legge, H.M. Chief Inspector of Reformatory and Industrial schools, in his report for the year 1896, states as follows :—

A praiseworthy effort is made by the Roman Catholic body, through various admirably organised agencies, to rescue children by emigration. But this course is limited by the two very proper restrictions put upon emigration by Colonial authorities, namely (1) the children emigrated must be strong physically; and (2) they must not retain criminal tendencies. In the case of reformatories, therefore, the application of emigration as a remedy has definite limits; in the case of Industrial schools it admits of wider application. The children are often rescued from their surroundings at a sufficiently early age for them to have escaped all contamination. Authorities on the emigration of girls seem to differ in their views as to the right principle to be followed in emigrating girls from Industrial schools, that is to say, whether they should be emigrated when little more than infants, in the hope that they will find a real foster-mother; or whether they should be emigrated when they are about sixteen, have been trained, are able more or less to depend upon themselves, and can find good situations (as appears to be the case) in domestic service.

There is much to be said for both views, and the principles on which both are based are valuable, since they clearly supplement one another. It is a pity that the careful system of emigration which appears to be carried on by the Roman Catholic authorities in Liverpool is not extended throughout the country. Granted that the conditions laid down by the Colonial authorities are observed, the Colonies cannot but gain by receiving picked children from the schools; indeed, so desirable from many points of view does this system appear to be that a suggestion whether the Government might not in some way assist it is well worth consideration.

Mr. Legge, in his report for 1898, makes the following further observations :—

Emigrants for the period 1895-7 numbered 102, as against 34 for the period 1894-6. This is a decided improvement. Emigration under proper safeguards—and the Colonial authorities have

wisely done their best to secure these—is one of the best means of disposing of such girls as these. The advantage of emigration to the girls is obvious; they may be rescued from evil influences at home, and get a fresh start and a fair one abroad. Nor is the advantage to the Colonies of getting a steady supply of well-selected, carefully-trained girls from the mother country less obvious. In 1898 the Glasgow Juvenile Delinquency Board sent over to Canada a lady to visit girls who have been emigrated from Maryhill to that Colony. Her report was thoroughly satisfactory; the girls were doing well, and were appreciated.

The following extract from an interesting and exhaustive article, which appeared in the *Daily Chronicle* of October 6th, 1902, by the pen of a Canadian lady correspondent, affords valuable information with regard to the advantages of emigration to Canada of girls who seek employment as domestic servants:—

As quoted in several letters on the subject, the demand for domestic servants is greater than for teachers, clerks, typewriters, etc. The reason for this is that the farmers' daughters who formerly came to the towns and cities to seek employment as domestic servants are now, owing principally to the education received in the free schools, capable of taking situations as assistant teachers, cashiers, and clerks in stores and offices, and they come into the towns to seek employment as well as change of interest and occupation. That these situations are readily obtained, the depletion in the ranks of domestic servants shows very plainly. Others come, with plenty of clothes, a good home to return to if they are not successful in obtaining such employment as they wish, content if they earn sufficient to pay their board. This, though apparently a trifle, affects the supply, and consequently the rate of wages.

To quote from a work printed by the Canadian Government, but compiled by a committee of women appointed by the National Council of the Women of Canada, the minimum wage earned at any of the trades is 35 cents. (1s. 6d.) per day, the maximum 5 dols. (20s. 6d.) per day. The table given is incomplete; the two years that have elapsed since it was compiled have been years of unprecedented prosperity, with a corresponding increase in wages and demand for labour, particularly for help in the household or other branches of domestic economy, such as laundrywork.

Let me confine myself to the domestic servant—as the most important. A general servant who is employed to serve a household of two or three members—the house comprising a drawing, dining, and small study or serving room, and three bedrooms, kitchen, etc. If the washing is done in the house, the mistress will do all the light housework on washing day. Hot and cold water, fixed laundry tubs also render their work much lighter. Where only one servant is kept, the cooking required is simple, plain, wholesome food, a dinner of three courses, cold, light lunch, and a simple dish, or at the utmost two, for breakfast. The hours are regular, and a maid can so regulate her work as to have a certain portion of the day to rest or sew. Every mechanical convenience for lessening labour is provided in all the modern houses—heavy iron pots and kettles are unknown, the floors are carpeted, the kitchen floor with oilcloth or linoleum. There are no grates, no boots, no white stone doorsteps to clean. The servant is as well fed as her mistress, well housed, and is paid a wage of from 8 dols. (33s. 4d.), to 14 dols. (78s. 4d.) a month.

Where the house is larger and the occupants better off, more servants are kept. A good cook commands from 10 dols. (41s. 8d.) to 20 dols. (83s. 4d.); housemaids, 8 dols. to 12 dols. (50s.) a month; nursemaids the same. Within the last few years, notably since the preferential duties on British goods to Canada were allowed, clothing is as cheap in Canada as in England. There are, as I have already stated, many opportunities available for a maid wishing to learn her work, or any other branch of the domestic economics. A holiday of from a fortnight to a month is given her during the summer if she wishes it. Girls who can sew are always in demand by the dressmakers' establishments from September till July, more particularly in the autumn and early spring. A girl will readily learn her trade and earn enough to pay her board (from 1.50 dols. (6s. 3d.) to 2.50 dols. (10s. 6d.) a week). A sewing woman who can cut out, fit, and run a sewing machine, employed in a house, is paid 1 dol. (4s. 2d.) for an eight hour day, and is given her meals. A charwoman earns the same, or 75 cents, about 3s., for any portion of a day, besides her meals. A woman taking in private laundry work is paid 1s. 6d. or 2s. a dozen for plain linen, extra for starched skirts, collars, etc., according to their size or character.

There are also many openings for women as working housekeepers, or as assistants to the proprietresses of the better-class of boarding-houses; for women who can and are willing to fill a gap made by the absence of any of the regular staff of servants. For, inconvenient as it often is to part with a maid before her place has been supplied, there are reasons, such as the girl being married or obtaining a more suitable or more lucrative place, which make it impossible for a mistress to keep her. There are also many more public holidays in Canada during the year—which may be classed with the Bank Holidays in England, and the maid-servant's right to share in the pleasures of these is considered as much, and indeed often more than that of her mistress.

The arrangements provided by the Canadian Government, as well as the interest taken in the success and for the welfare of the woman emigrant, are excellent. A circular recently issued by the Canadian Emigration Office, 17, Victoria Street, S.W., gives the list of societies, as well as the names of the officers of their committees who have charge of this branch of benevolent work. Boarding-houses are provided in many of the large cities where women seeking, or out of, employment may live at the cheapest rate. There are also means of finding the positions required.

There are many agencies in England which send children to Canada, viz. :—

Dr. Barnardo's Boys' Home, Stepney-causeway, London.

Dr. Barnardo's Girls' Home, Barkingside, Essex.

Southwark Catholic Emigration Society, London.

Mr. Shaw's Children's Homes, Strangeways, Manchester.

Mrs. Birt's Sheltering Homes, Liverpool.

Dr. Stephenson's Children's Homes, Bonner-road, London.

Dr. Stephenson's Children's Homes, Edgworth, Lancashire.

Miss Macpherson's Homes, London.

Mr. Fegan's Homes, Southwark, London.

Mr. J. Galloway's Girls' Home, Ardrossan.

"Waifs and Strays" Society, London.

The methods adopted seem to be similar in all cases. That of the Catholic Emigration Society may, therefore, be taken as typical. This system is as follows :—

Every party sent to Canada is in charge either of a member of the committee of the society, or of some responsible person, who is well known to one or more members of the committee. Whilst on board ship every care is taken of the children, who are never left unattended day or night. On arrival they are handed over to the resident agent, who takes them to the society's homes, and forwards them to the places which he has previously selected for them.

Applications for the services of the children are made on a specially-prepared form, giving particulars of the age of the child wanted, the work it will be required to do, the length of engagement desired, the terms offered, &c. The application in each case has to be countersigned either by a priest or by a magistrate.

After resting for a few days in Ottawa the child is sent to his employer: Within two months of a boy being placed on a farm, the resident agent makes his first visit; when, if the child and farmer are mutually suitable, and the home is considered to be satisfactory, a legally binding agreement is signed. A proportion of the wages agreed upon is sent to the agent to be banked for the child for use upon reaching the age of eighteen, when the legal responsibility of the society for supervision ceases.

In the event of a particular "home" being found unsuitable, the child is returned to the society's home pending the provision of another place. All reports of the visiting agent have to be forwarded to England during the same week as that in which the visit takes place.

Each child is visited and reported upon annually.

A copy of the report, together with any change of address, is at once forwarded to the school or school authority from which the child was received by the society.

Boys are generally placed with farmers, but girls, as a rule, are only placed in towns.

The society do not advocate the adoption of the boys by the farmers, but always retain up to the age of eighteen, under the Canadian Act of Parliament, legal custody and guardianship over all children sent out by them. They are of opinion that twelve years of age is quite young enough for a child to emigrate, although in some special cases a well-grown and bright lad of eleven might be sent out.

Each boy is provided with an outfit costing £4. The society have expressed their willingness to send an outfit for the inspection of the Industrial Schools Committee if they should desire to see one.

To summarise the foregoing information it may be stated that in the case of each society the first necessity is an agency in Canada for the reception and supervision of the children. Agents in charge of these institutions are made under the Canadian Acts the guardians or legal custodians of the children up to the age of eighteen with full parental rights. In the event of its being found, therefore, that any child who has been placed out is not receiving proper treatment, or who is not in a suitable situation, or whose removal is for any other reason desirable, such child can be recalled to the home, and replaced elsewhere. Every child is visited by the agent at least once a year, and his report is forwarded to the Emigration Society, who send a copy to the school authority. The report is given in much detail, and great care appears to be taken in the selection of suitable persons as agents or visitors.

The most suitable age for sending boys to Canada is considered to be from ten to

twelve years. The farmers prefer to have them at that age, because, firstly, they have not very strong impressions of their former surroundings; and secondly, because they more readily become members of the family into which they enter. During the school session the children are bound to attend school; but in the summer, during the long school vacation, they are found to be very useful, even at an early age, in many ways, such as running messages to the men in the field, and in performing other small duties of a similar nature.

As to the age at which girls should be sent, there is a divergence of opinion, some favouring an early age—*i.e.* 9 or 10 years, while others think that they should not be sent until they are 17 or 18 years of age, and have had some experience of the world after leaving the Industrial school.

The managers of several of the schools with which the Board have agreements take advantage of the existing facilities for the emigration of children, and the Board contribute towards the expenses a sum of not exceeding £12 per child. The only schools now belonging to the Board in which there are inmates who may be disposed of by emigration are the "Shaftesbury" ship and the Gordon House Girls' Home. Boys from the "Shaftesbury" are from time to time emigrated under the care of one or other of the agencies mentioned above.

Further and very valuable information upon this question may be obtained from a pamphlet written by the Rev. E. Bans and Arthur Chilton Thomas, Esq., who, with the authority of Lord Strathcona and Sir Wilfred Laurier, were sent out to Canada to make an exhaustive enquiry into the question.

4. *Examples of Successful Disposals.*

The following extracts from letters received from governors and superintendents of Industrial schools, to which the Board send children, give interesting instances of the success which some of their inmates have achieved in the world. Whilst this list might be lengthened very considerably, it is not intended to convey the impression that these cases represent the bulk of those passing through the homes, although the majority of them are satisfactory, and the percentage of those who do not do well in after life is exceedingly small.

East London Industrial School.

In reference to boys that have emigrated, I believe several are cultivating their own land. The other day I received an invitation from a Mr. and Mrs. A. L. de W. to be present at the marriage of their daughter to Mr. H. C., on the 24th instant, at Railroad Street, Parish, New York.

H. C. emigrated about twelve years ago. He worked in the fields in the summer and studied in the winter. He went through a course of training at the College, and is now a schoolmaster in the States.

A boy named E., who emigrated in April, 1894, has always done well. While the war was on in South Africa, he joined the Royal Canadian Artillery. In the course of the war, he was in command of a squad for bringing in cattle, for which special remuneration was received. At the close of the war, he called at the school, and gave me evidence of having sent to his home about £600. He was then returning to Canada, and it was his intention to follow the cattle trade in South Africa.

Bath Boys' Industrial School.

J. H., who was sent by the London School Board from a poor home in Hackney as 'found wandering, etc.,' was placed, in 1900, on a large farm in Pembrokeshire, where he bears an excellent character, and is noted for his dexterity with any kind of farm implements and machinery. His master writes, December, 1903, 'You would be pleased to see him. He keeps himself quite the gentleman; he is not only respected by us as a family, but by all who know him through the district. He has been here now over three years, and I have had no cause to give him a hard word all the time, and have not heard from him a word of ill-language or untruth. He is quite an example of a good young man. I should hope in time to see him managing a little farm of his own.'

W. M., also sent by your Board for 'wandering,' in 1889, and discharged in 1896, still corresponds with the school. He is now lance-corporal in the Queen's Regiment, Peshawar, and writes that he is employed as assistant regimental schoolmaster, teaching Standard V.; that he passed with 'excellent' marks in arithmetic, geography, English history, copying manuscript, etc., and proposes this year to study modern and Oriental languages. He is also a good all-round athlete and champion runner, and a Sunday-school teacher at St. John's, Peshavar."

Macclesfield Industrial School.

The first London boy admitted into this school was J. S., committed for vagrancy on June 22nd, 1867. He was ten years of age on committal, and could neither read nor write. He was taught carving and gilding at this school. He is now a highly respectable man of considerable means, and a property owner. He has frequently been a voluntary contributor to special objects in the school.

J. C. B., No. 187, was admitted on October 23rd, 1876. Being a clever lad, he was allowed, after passing his standards, to attend the science classes in town, where he won distinction. Through the influence of the superintendent (Mr. W. H. Heap), F. D. Brocklehurst, Esq., J.P., D.L., of Hare Hill, Macclesfield, provided the means to send him as a day pupil to Owens College, Manchester. He resided at school, and attended the college during the day. He graduated B.Sc., and was elected a Fellow of the College, and shortly added F.I.C., and now F.C.S. to his laurels. He received an appointment at Woolwich Arsenal in 1890 or 1891 as an analyst. Here he remained about three or four years, when he was appointed by the Government as manager of the Cordite Works, Kirkee, Poonah, Bombay, where he probably now remains.

Milton Boys' Industrial School, Hants.

We have a distribution home in Canada, and the system of emigration has proved an important and valuable part of our work. About one-third of the boys discharged have been sent to Canada, where special facilities for the disposal of lads to employment are available. Many of the boys thus sent out are doing exceedingly well, and have become prosperous farmers and owners of land, while others in different spheres have signally profited by the opportunities afforded. One lad became the sub-editor of a newspaper, another, of a studious mind, applied himself diligently to study, went to college, succeeded in gaining the gold medal, carrying with it a monetary reward, and, in consequence, obtained a lucrative position, subsequently becoming the head of his department on a large railway.

St. Mary's Roman Catholic Girls' Industrial School, Croydon.

M. C. is now teaching drawing (for which she holds a certificate from the Croydon School of Art), and Art Needlework in the Convent Ladies' Boarding School at Wynberg, Cape Town.

M. C. has been a certificated teacher for some years in the Elementary schools at Alpha, Kingston, Jamaica.

L. A. married a well-to-do merchant at Brussels, and visited here some time back with her husband, two children, and their maid.

M. J. married a rich man in France, many years ago, and visited us a few times when in London. She is now living with her husband near Newcastle.

A. M. passed first class at the Queen's Scholarship Examination, and also first class at the Final Certificate Examination in July, 1903. She is now a trained certificated teacher, and is engaged to superintend a new pupil teachers' centre at Newcastle. She goes there in January, 1904.

Stanhope House Girls' Industrial School, Bristol.

One case which may be specially interesting is that of A. K., who, after being in the school for five years, was appointed teacher, and has, for the past fourteen years, held that post.

"Greenwood" Girls' Industrial School, Halstead, Essex.

J. D., admitted December 11th, 1885, left the school February 10th, 1893. Began as scullery maid. In 1899 and 1900, was one of the kitchen maids in the Duke of York's (now Prince of Wales) household. Began there at £20 wages. Spent the summer of 1900 at Osborne as cook to the 'York nursery.' Left when the Duke and Duchess visited the Colonies. Now cook at Oakham, earning £40.

The school has been particularly happy in its history in the warm personal regard, amounting almost to veneration, which was felt towards its founder, the late Miss Greenwood. She resided in the school, and was its active head, in close touch with all the girls from its commencement, in 1868, to her death, in 1895. This devotion she communicated to the officers, several of whom have been drawn from her own old girls, and their long terms of faithful service have contributed in no small degree to keeping up the personal attachment of girls year after year.

King Edward Girls' Industrial School, Cambridge Heath, E.

We are constantly having instances of the affectionate remembrance the old girls have of the school. Only last week two women came to see me, who left the school over twenty-five years ago. They have been married many years to respectable working men, and have kept in touch with us through these intervening years.

A. S. left, July, 1895. Is still in the same service to which she was sent on her discharge, esteemed and valued affectionately by her mistress and family. Is in continued correspondence with us by letter and visit; is now engaged to be married.

M. L. left, September, 1896, has passed on most respectably from one situation to another, commencing, as is usual with us, as general servant at £8 per annum, until now, for the last fifteen months, she is parlourmaid in an excellent family, receiving £28 per annum.

G. B. left, March, 1898, during four years was in two situations, holding each two years, and has now for eighteen months been serving at a confectioner's tea-rooms at Hampstead, receiving board and lodging, and £26 per annum.

5. *Certified Working-Boys' Homes.*

A valuable aid in cases of disposal is found in working homes for boys or girls. These homes are not required in the case of those children who are placed in the country, as they usually reside with their employer, or the employer provides a home for the child. In the case of boys placed in employment in London, the existence of a home is invaluable. In most town employments it is impossible for the *employé* to sleep where he works. Therefore, unless he has respectable parents residing in the town, lodgings must be found for him. The greatest difficulty is that at the outset the boy's earnings are insufficient to support him. What he needs, therefore, is a home in which he can live until he can support himself. This need is supplied by the various homes for working boys which have been established, some in connection with a particular school, and others by independent bodies.

The boys can be kept in communities of fifteen or twenty much cheaper than they can keep themselves individually. For every boy licensed to a certified home before the expiration of his term of detention, the Home Office make a payment of 2s. 6d. per week, and the School Board also contribute 2s. 6d. per week for every boy so sent by them. Whilst resident in the home the lad is subject to certain necessary rules as to conduct, and he has to contribute a proportion of his wages each week towards the expenses of his maintenance.

The superintendent and his wife are selected on account of their peculiar fitness for this special work, and they exercise a highly beneficial parental influence over the inmates. The rules for the conduct of the homes, and the amounts contributed by the inmates are very similar. It will therefore be sufficient to quote some of those in force at the "Grotto" Home for Working Boys, Paddington (Reformatory and Refuge Union), as an example:—

1. *Name.*—The Home shall be called 'The Grotto.'

2. *Object.*—The object shall be to provide a home (board and lodging), with helpful Christian influences, for lads just starting out in life, and having, or desiring, suitable employment during the day.

As far as possible, healthy recreation, useful instruction, and Christian training will be brought within the reach of all.

3. *Conditions of Admission.*—Admission to the home shall be open to Protestant boys between the ages of 14 and 17, either:

- (a) on licence from Reformatories or Industrial schools,
- or (b) needing the shelter of a Christian home.

Forms of application for admission may be obtained at the office, 32, Charing Cross, S.W., or at the Home.

Every one admitted to the home will be required to bring a suitable outfit.

No expenses incurred in a boy coming to, or leaving, the Home is to be charged to the committee of the Grotto.

4. *Charges.*—For those on licence, 7s. a week and 9d. a week for washing shall be paid, inclusive of any grant from the Treasury, the licensing school, or any contributing local authority. Clothes also must be provided by the school, towards which half the balance of the boys' earnings shall be remitted to the school.

For others (except by special arrangement) payment shall be made upon the following scale:

If earning 6/- a week, 4/6 Board, 1/ Lodging, Washing, &c.

"	7/-	"	5/3	"	1/-	"	"
"	8/-	"	6/-	"	1/-	"	"
"	9/-	"	6/-	"	1/6	"	"
"	10/-	"	6/-	"	2/-	"	"
"	11/-	"	6/-	"	2/6	"	"
"	12/-	"	6/-	"	3/-	"	"

All accounts shall be sent in quarterly, any amount the boys themselves pay being deducted weekly from their earnings. The inmates shall have three meals a day, and, when unable to return from work for any, shall have food given them to take with them.

5. *Discipline.*—The superintendent shall receive weekly from inmates all their earnings, and any excess after deducting what is due from them themselves to the Home shall be placed to their credit in the Savings' Bank, or given them to be usefully and profitably expended, not more than one shilling weekly being allowed as pocket money.

All correspondence of the boys shall be carried on under the superintendent's supervision.

Smoking and drinking intoxicants will not be permitted.

Inmates will be required to be in by 9.30 every evening, unless an extension of time has been previously obtained from the superintendent.

Every inmate will be expected to attend Divine service on Sunday mornings, with the superintendent.

The superintendent alone shall punish, by fine or otherwise, for any misconduct. All punishments shall be at once entered in a register to be laid before the committee at their next meeting.

Quarterly reports will be sent to all schools from which any inmates are on licence.

6. *Discharge.*—Inmates shall be liable to discharge at any time, if it is thought desirable by the committee, the licences of those licensed being revoked. None will be allowed to remain after having attained the age of nineteen.

Liberal provision is made for recreation and entertainment, both within the Homes and without. The superintendents are in close touch with a large number of employers, and find little or no difficulty in securing suitable places for any lads who may come to them.

The following is an official report of Mr. Legge upon the Manchester Industrial School Boys' Home, Ardwick Green:—

I visited this Home on the evenings of the 7th and 10th inst. It was my first visit since the premises have been in occupation, and I was delighted with what I saw. It is clear to me that the Home bids fair to be quite a model of its kind. I found thirty-three boys in residence, all at work save one, for whom work was to be found in a day or two. The trades at which they are in employment are thoroughly good trades, including boiler-making, brass-finishing, cabinet-making, leather works, pattern-making (electrical), machine tool-making, printing, and shoemaking. In addition, one boy has an engagement as shorthand clerk. It was very satisfactory to find that the whole of the boys in the Home, with three exceptions, have retained their situations from their admission, for upwards of two years, and nine for more than one year. So eloquent a fact renders it unnecessary to add any expression of opinion on the general conduct of these Home boys—it must have been good. As to the premises, they were exquisitely sweet and clean, and have been so found on a surprise visit. Little details in the domestic management are evidently studied with great care. A fine feature is the recreative studies and occupations indulged in of an evening. Another fine feature is the physical drill. It would be a grand thing if all the youth of the country could have their characters and physique as well studied and cared for as they are in this Home. The Home is well worth a visit from all interested in social work, and subscribers to its funds may feel confident that the full value is got out of every shilling.

6. Keeping in Touch.

One of the most important duties of Managers of Industrial schools is to keep up a connection with the lads and girls after they have left the institution. This part of the work can best be described as "keeping in touch." Nothing contributes more effectually to the successful launching and establishment of these young folks than the feeling that there is still an active connection between them and their school; that a lively interest is being taken in their welfare, and that they have someone to whom they can go in time of trouble for sympathy or advice. Various means are adopted by bodies of Managers, and by different superintendents for keeping in touch with their children.

The first, easiest and, in cases of those at a distance, the only means, is by correspondence. This, however, although of great value, is insufficient. Accordingly, most bodies of Managers arrange that, at least once a year, the superintendent or some member of the Committee shall personally visit the children to see how they are getting on, to give advice or assistance, and to show sympathy. These visits are highly appreciated both by the children and by the employers. Moreover, many little differences are settled, and friction is removed between the parties, by the kindly intervention of the superintendent or manager.

When children are sent a long distance from the school it is customary to enlist the interest of some lady or gentleman in the district, who looks after the children, and reports from time to time to the school how they are progressing. Another valuable means of keeping in touch is the annual reunion of old boys or girls. These meetings are very popular, and are attended frequently for many years by former inmates of a school, even after they have been married and have become parents of families.

Some schools also issue periodically a school journal, or magazine, containing notes of news pertaining to the school and items of interest which have been communicated with regard to the doings and welfare of individual boys and girls in different parts of the country or of the world. This paper is regularly sent to all old inmates whose addresses are known, and it is an extremely welcome visitor in many a distant home or camp.

The Board employs a visiting officer for the "Shaftesbury" Training Ship, whose whole time is occupied in the visitation of old boys, and in reporting upon their

work and condition. The captain-superintendent of the ship keeps up a correspondence with these boys, and the letters received from them are periodically forwarded to the Head Office of the Board. In the case of Gordon House the superintendent keeps in touch with the girls by correspondence and by visits.

Girls licensed or discharged to domestic service in London, either from Gordon House, or from the other girls' Industrial schools in the neighbourhood of London, receive great assistance from the Metropolitan Association for Befriending Young Servants. For the payment of a small fee this association undertakes the work of supervision, and reports annually upon the girls. The Association also admits any girls into their lodging-homes who may be out of a place, or during illness or holidays. It is expected that the girls in service should pay part of their cost when staying at these homes, but in cases of sickness they are admitted free. The homes are certified by the Home Office, and if the licence of a girl is revoked she may be legally recalled to the home.

XIV.—IMPROVED CONDITION OF THE SCHOOLS.

It is admitted that during the last quarter of a century a great improvement has been effected in the condition of Industrial schools. It has already been pointed out that greater importance is attached to education. In addition, the health, comfort, and industrial training of the children have received more consideration; a higher standard has been required in respect of the structural suitability and sanitary condition of the buildings; the dietary and clothing have been improved. Greater variety has been imparted to the life of the children. Endeavours have been made to develop and strengthen character by training them to be self-reliant and trustworthy, and to approximate the conditions of their lives more nearly to those of ordinary children. A great improvement has been effected by attention to the recreation and occupations of the children when not engaged either in school or at work. More personal liberty is accorded to the children within the homes. The result has been to raise the tone of the Industrial schools, and to improve the physical, mental and moral development of the children. Such improvement has only been possible at a considerably increased cost of maintenance, and in this respect indispensable assistance has been given by the various Local Authorities, who have contributed an increased maintenance allowance.

Evidence in proof of the above facts is afforded by the following extracts from letters which have been received from some of the schools with which the Board have agreements:—

Essex Boys' Industrial School.

About 20 influential ladies and gentlemen from the town come up to this school regularly every Sunday evening to take classes, and during the week to help with the Band of Hope, Boys' Library, Band of Mercy, and in other ways. The teachers have special classes, so that they become acquainted with, and take special interest in, one particular lot of boys, and in connection with this the lads are invited out to tea, etc., by the teachers. They thus come in frequent contact with persons in good positions. We find this has a valuable effect in elevating the moral tone and general behaviour of the lads in the school.

York Boys' Industrial School.

The School Board for London have exhibited an interest in their children beyond any other authority, and this interest has been shown in such a manner that the school Managers and superintendents with whom they have agreements, have found it a pleasure to comply with their suggestions for the mental and physical improvement of the children under their care while in the institutions; and for the care and oversight of them subsequently.

For my part, I feel deeply grateful for the help and consideration shown by the Board; and but for that help and consideration, I am convinced that the York school would be vastly below its present standard of attainments.

St. Vincent's R.C. (Boys), Dartford.

Comparing the present time with twenty years ago, the Industrial schools show an immense advance. The inmates are not now the rough, uncouth, and very often vicious, material one had then to deal with. The School Board officer has evidently been abroad, and he hasn't been idle. The increased generosity of the contributing authorities has enabled Managers to better equip the various departments of their institutions, also to command the influence of a more intelligent class of instructors, and so to bring the education—technical and literary, as well as the physical and moral culture—of the youngsters up to the high standard aimed at by the inspectors and

other officials. The responsible bodies, one is pleased to see, have come to recognise more fully the very important place the Industrial schools of the country should hold in their administration, and certainly the metropolis has, as is only fitting, shown the lead in this matter.

St. Nicholas R.C. (Boys), Manor Park, Ilford.

The intercourse between the different schools brought about by the South of England Home Office Schools Athletic Association; the visits necessitated by out and home cricket and football matches between the various schools, by inter-school athletic sports, etc.; the consequent meetings of the different superintendents to arrange the same, and the interchange of visits and views; also the very great interest aroused by these games and sports are amongst the most important of all the beneficial influences alluded to.

It is, in my opinion, difficult to overrate the good done by these cricket and football matches and sports, etc., and such meetings as the recent gymnastic display in Holborn Town Hall.

Not only do they engender feelings of healthy emulation, and, consequently, self-respect in the boys themselves, but the ideas and views of officers and superintendents are enlarged and stimulated; the use and benefit of physical training becomes understood alike by boys and masters, and drill, gymnastics, and games have ceased to be merely mechanical, and are inspired by a life, spirit, and energy which has made this school, at any rate, a different place from what it was.

Portsmouth and South Hants Industrial School.

The liberal additional payment of the London School Board, by enabling the schools to obtain a higher class of women as teachers and matrons, and to provide better clothing, food, and appliances, and so raising the standard of industrial training and mental and physical development of the children as well as their comfort in every way, has, I consider, been one of the main causes. I think the Industrial schools owe much to the London School Board, and will be sorry when their liberal and just reign is over.

King Edward School.

As the claims in the general cause of humanity have advanced, and the study of "child life" has engaged the attention of those interested in the work of education, the elimination of the retributive or punitive element from our particular branch is a powerful influence in alleviating the necessarily restricted life in an Industrial school. To make the children happy and useful is the intention of every effort, and any measures that tend to remove the stigma incurred by detention in such a school should be encouraged.

In 1894 Mr. Ricks, the Board's Inspector, wrote:—

I am glad to be able to bear my testimony to the increased and increasing importance attached to the study of individual character, and to the greater significance given to trust and encouragement."

And again in 1901:—

Of late years the trend of public opinion has turned toward the abolition of corporal punishment; and this, together with the growth of more enlightened views as to what is due to the waifs and strays of society, has exercised a very considerable influence on the character and conduct of Industrial schools generally. When I first visited these schools for the Board, nearly five-and-twenty years ago, they were looked upon more as prisons than as homes. Punishment for wrongdoing overshadowed encouragement and assistance towards well-doing. Of late the conditions have changed very much for the better. Severe forms of chastisement are much rarer; and, in very many schools the minor punishments are much fewer in number. In addition, strong efforts are being made to substitute encouragement for punishment by the introduction of mark systems carrying rewards, by healthy games, by home reading, and by various other methods, all calculated to develop a self-respect, and a self-reliance, which must, to a large extent, take away the need for corporal punishment at all. The superintendents of all the schools where mark systems are in use report most favourably of their effect on the reduction of corporal punishment, on the prevention of irregular punishments, and on the increase of the scholars' self-respect and self-reliance. One superintendent calls his mark system the 'motive-power' of his school. Another objects to any scheme of the sort, because it is bribery. No doubt it is bribery, in the same sense as giving prizes for regular and punctual attendance is bribery. Anyhow, looking at its effect on character and conduct, I say bribery let it be."

The mark systems in use vary extremely. The following, however, are typical:

Boys' Home, Regent's Park.

Marks.

Every boy in the home can earn by good conduct a mark each day. After a quarter's probation, he can earn a red star each quarter, and four stars will be exchanged for a red stripe. On earning a stripe and a star, a boy becomes a Good Conduct Boy (G.C.B.); on earning two stripes and a star he becomes a Truero boy if he be over 14 years of age. Two red stripes will be exchanged for a silver one.

Earnings.

(a) *Spending Money.*—One penny a month will be paid on each star, but no boy will receive more than eightpence a month.

(b) *Trade Money*.—In addition to the marks mentioned above, every boy of fourteen years of age or over will be able to earn either one, two, or three trade marks each week, to be given by the master of his shop, according to the excellence of his work. For every trade mark earned, twopence will be added to the boy's bank account.

(c) *Good Conduct Money*.—Two shillings a month will be put into the bank from the time of a boy becoming a G.C.B.; and four shillings a month from his becoming a Truro boy.

Forfeits.

If a boy lose four marks during the month, half his month's pay will be stopped; if eight marks, all his month's pay; if twelve marks, his Sunday out will be stopped. If twenty marks be lost during the quarter, no star will be given; if thirty be lost, a star already earned will be taken away.

Payments.

By the above Rules a boy's earnings may amount to a sum varying from £5 to as much as £10, according to his length of service, besides the spending money that he will have received in the Home; but to do this both work and conduct must be good throughout.

All the above payments are under the control of the Committee, and the superintendent has instructions to withhold for a time, or altogether, the amount credited to any boy, if his conduct during the time he is in the Home, or after he has left, be not perfectly satisfactory.

Each month a list will be put up showing each boy's account of earnings 'as trade money' and 'good conduct money.'

Field Lane Boys' Home.

Classification Scale.

- E. Excellent—valued at three marks for good conduct and diligence in school, and three for industry at trade.
- V.G. Very Good—valued at two marks for good conduct and diligence in school, and two for industry at trade.
- G. Good—valued at one mark for good conduct and diligence in school, and one for industry at trade.
- O. Ordinary—valued at 0 for good conduct and diligence in school, and 0 for industry at trade.
- I. Indifferent—incurring loss of three marks.
- B. Bad—incurring loss of six marks.
- V.B. Very Bad—incurring loss of twelve marks.

Four marks given for good conduct on Sunday.

Thus if a boy is 'Excellent' in school and 'Excellent' at his work, he can obtain 36 marks, plus 4 for good conduct on Sunday=40 marks. If a boy is 'Very Good' he can earn 28 marks, and if a boy is 'Good' he can earn 16 marks.

Monetary Value of Marks.

40 marks=2d. per week; 28 marks=1½d. per week; 16 marks=1d. per week; 10 marks=½d. per week. Thus: An 'Excellent' boy can earn 2d. per week; a 'Very Good' boy can earn 1½d. per week; a 'Good' boy can earn 1d. per week; and a boy between 'Ordinary' and 'Good' can earn ½d. per week.

Stripes

When a boy has been in the school six months he is eligible for one Good Conduct Stripe, providing he has earned not less than 16 marks each week for the previous four weeks.

When a boy has been in the school twelve months he is eligible for two stripes, providing he has earned not less than 28 marks each week for the previous four weeks.

When a boy has been in the school two years he is eligible for three stripes, providing he has earned not less than 40 marks each week for the preceding four weeks.

Stripes to be red, and worn on the right arm.

On the last Saturday in every month boys' marks to be examined for the purpose of awarding the stripes.

Privileges.

1. Boys with one or more stripes shall be exempt from corporal punishment, except for acts of theft, absconding, or insubordination.
2. Boys with one or more stripes may be allowed, at the discretion of the Governor, to leave off work at five o'clock during the months of June, July, and August, on Mondays, Wednesdays, and Fridays.
3. Boys with two or more stripes may, at the discretion of the Governor, be allowed a half-holiday every month, in charge of a Master.
4. Boys with two or more stripes to be eligible for 'errand boys' when required.
5. Monitors to be selected from the boys wearing three stripes, and to wear a star in addition to their stripes.
6. Boys in possession of one or more stripes to have their names written in the good conduct list, which shall be suspended in the schoolroom at the commencement of every month.
7. List of boys, together with the amounts earned by them, to be placed on the notice board in the schoolroom.

Disqualifications.

1. Boys shall not be eligible for good conduct stripes who shall have been guilty of theft, absconding, or insubordination during the preceding six months.

2. Boys who shall be guilty of theft, absconding, or insubordination shall lose any stripes they may have won, and shall be under probation for a period of three months.

3. Any boy in possession of a good conduct stripe who shall be reported oftener than three times within a month shall forfeit his good conduct stripe.

Leicester Industrial School, Desford.

Good conduct shall be recognised and encouraged by a Mark System, of which the following are the chief features:—

On the first day of the month each boy shall be credited with 144 good conduct marks. A portion of these shall be forfeited as the result of misconduct, such as dishonesty, disobedience, and untruthfulness, etc. At the end of each month the number of marks standing to the credit of each boy shall be carried to his account in the Mark Register. At the end of each six months the balance of marks retained shall be entered in the Merit Ledger at the following rates: 600 marks and over, at 1d. per dozen; 500 to 559, at $\frac{1}{2}$ d. per dozen; fewer than 500 marks, at $\frac{1}{4}$ d. per dozen.

Boys who have saved not fewer than 600 marks shall have a holiday at the end of six months.

Boys are allowed to spend their merit holiday at home if the report concerning their home circumstances is satisfactory."

Shadwell Industrial School, Leeds.

Marks to earn—(1) *Badges or Stripes*; (2) *Prizes*; (3) *Holidays*, and, if approved by the Committee, *Money*.

Each boy may gain 6 marks per day—i.e. 2 for *Education*, 2 for *Industrial Work*, 2 for *Conduct*.

Boys who earn 8 out of a possible 10 for the first two months after admission shall be placed on the 'Good Conduct List,' and six months of such conduct will enable him to obtain one stripe. (He is then in the 3rd Grade or Class for Conduct.)

1 year's continuous Good Conduct will enable the boy to gain two stripes (2nd Class for Conduct).

18 months' ditto, ditto, ditto, three stripes (1st Class for Conduct).

2 years' ditto, ditto, ditto and 1d. per week.

3 years and above, ditto, ditto, ditto, $1\frac{1}{2}$ d., and extra privileges.

3 Monitors, including Band Corporal, to be appointed by the Superintendent from 1st Class, 2d. per week.

No boy to be placed in the 1st Class who has not passed Standard III. and shown some proficiency in Industrial Training.

No boy below 2nd Class to be selected for licence, working out, etc., except in very special cases.

No boy to participate in special treats, etc., who is not on the good conduct list.

Any boy earning less than half his marks during the month to lose a stripe.

No boy to receive money reward at the end of the week who fails to earn 8 out of 10 marks.

Boys above Standard II. who earn 90 per cent. of marks in the year to be entitled to a book prize at Christmas.

Boys above Standard I. who earn 80 per cent. of marks for the six months previous to holidays to be allowed the usual leave.

Serious cases of absconding, stealing, insubordination, etc., to be dealt with by the superintendent, when a boy may be liable to lose one or more badges, or even to receive corporal punishment.

No boy to be caned for minor offences until he has lost all marks for the day in his particular section.

As a rule, no boy in the 1st Conduct Class to receive corporal punishment, and boys in receipt of money rewards may be fined for any of the above-named offences at the discretion of the superintendent in lieu of corporal punishment.

XV.—PROVISION OF SPECIAL ACCOMMODATION FOR YOUNG CHILDREN.

This question was brought under the consideration of the Industrial Schools Committee in December, 1901, by a letter from the Managers of the St. Vincent's Junior Industrial School at Whitstable. In this letter the Managers called attention to the fact that, in consequence of the number of young and delicate children sent to St. Vincent's, Dartford, in 1898 and 1899, who required special treatment and female supervision, which could not be provided at Dartford, this Junior school was opened as an experiment in 1899. It was pointed out that the agreement for renting the house would shortly terminate, that the buildings at Whitstable, although fairly comfortable for the children, were inadequate for the accommodation of the staff, and that the Managers had to decide whether or not they could build a permanent school.

It was added that the Home Office would not allow more than fifty children in a Junior school, and as the expense of such a small institution for this particular class

of child works out at a greater cost per head than that of older children, the Managers would not feel justified in building a permanent school, unless an amount of at least 10s. per week per child could be assured.

The Managers explained that they had been able to carry on this school with 7s. per head for the time, because the Sisters were willing to try the experiment of the Junior establishment without receiving any remuneration; but that if the Institution is to be permanent it would be necessary to pay them. The Managers therefore asked the Board to give these matters their early consideration.

In order to have the question fully laid before them, the committee placed the matter in the hands of their Chairman, who submitted the following Memorandum:—

I have for a considerable time been impressed with the undesirableness of sending very young children who have been committed for no fault of their own, and whose moral character is not bad, to mix with older children, committed for their own misdemeanours. In dealing with such young children it has been the practice of the Rota Sub-Committee, as far as possible, to send them to selected schools where they would receive treatment suitable to their tender age. Cases of children who are not Roman Catholics have up to the present been dealt with as follows:

Boys have been, as far as possible, sent to the Davenport Hill Boys' Home, but for some time past, owing to the accommodation at Margate being limited, the number of cases which could be received at this school has been reduced from 100 to less than 80.

Girls are, as far as possible, sent to Gordon House.

Special provision for Roman Catholic boys has, as an experiment, been made at the Junior school at Whitstable, which is connected with the St. Vincent's School, Dartford, but no special provision has yet been made for girls.

When the places in the schools mentioned above have all been filled, it has not been possible to do much in the direction of providing specially for young children, inasmuch as the selection of the committee is limited to the particular schools which may have vacant places at the time.

I am strongly of opinion that the time has arrived for the Board to consider the question of making proper provision for these young children.

Two alternative methods present themselves for dealing with this problem. One is the establishment of a limited number of schools to which only children under eight years of age should be sent, such children to remain in the same school during the whole period of their detention; and Board, however, to reserve to themselves the right, in exceptional cases, to transfer children to other schools for the purpose of learning a trade or for any other reason; and the other is the establishment of a smaller number of such schools to which the children should be sent, but from which they should be transferred on attaining the age of, say, ten years, to other special schools reserved for the reception of such children. After careful consideration, I am of opinion that the first-named is the more desirable.

In both cases it would be essential that special arrangements should be made for the treatment of these young children in respect of the general equipment of the school, the character of the staff (which should largely consist of women), the organisation for purposes of recreation, the dietary, clothing, etc.

In view of the fact that none of the children would, on committal, be morally bad, the association of the young children afterwards admitted with those who had grown up in the school would not be open to the objection which at present exists to the association of young children with the ordinary senior inmates of Industrial schools. Moreover, I consider that it would be an advantage for such children to remain under the care of the persons who had charge of them in their infancy; who had laid the foundations of their moral character; and whom the children would have become accustomed to regard in the light of parents. In the latter alternative, viz., the transfer of children when they arrived at the age of ten to another school, although they would still be kept from the association with children of previous bad character, the good influence which had grown up in the schools to which they had first been sent would be interrupted or broken; the new methods and influences would probably be of a somewhat different character, and, in the end, not really so beneficial for the development of the child. In support of this view, I would quote the following extract from the last report of H.M. Inspector, Mr. Legge:—

'Objections may be raised to entirely separate Junior schools. It cannot be good for a child first of all to wrench it from however an unsavoury bed in the slums and plant it in a Junior school, and then later on, at eleven or twelve, to pluck it up by the roots again and transplant it into a Senior school. The hold that a school will get of a child is very much greater than is sometimes supposed; school ties may, and do, become like family ties, and it is desirable to interfere as little as possible with their natural growth. The passage from a Junior to a Senior department in the same school is an easy one, and there can be no objection to Junior departments. They are to be encouraged.'

I am convinced that in order to make this scheme work with the greatest possible degree of success, it is necessary that these Special schools should belong to the Board, and be under their own direct management. It is, therefore, greatly to be regretted that the Home Secretary withheld his sanction to the provision of a new school to replace the Davenport Hill Boys' Home at Brentwood, which might have been devoted entirely to the reception of young children. In the event,

however, of the transference to the Board of the London County Council Industrial schools, it might be practicable to carry out the scheme, either by removing the whole of the present inmates of the Mayford School to Feltham, and reserving the former school entirely for the reception of young children, or by setting apart a portion of the premises at Feltham for the purpose. I should strongly favour the former plan.

It may be, however, that neither plan will prove feasible, and I would, therefore, propose, as a further alternative, that arrangements should be made, if possible, with two schools with which the Board have agreements—one for girls and one for boys—for the transference of the whole of their present children to other schools, and for these two schools to be specially reserved for the reception of very young children, under conditions to be laid down by the Board.

I am of opinion that it is undesirable and unnecessary to retain the boys, who have been committed when very young, after they reach fourteen years of age, and I would, therefore, recommend that as a general rule boys committed to these schools be licensed out as soon as possible after reaching the age of fourteen. The Committee will remember that this principle was adopted some years ago in the case of the Davenport Hill Boys' Home, and that the present regulations respecting the matter provide that in the cases of boys who have been under detention for more than six years, who have passed Standard VI., and who are not suffering from any physical disability, the age for licensing shall, as a general rule, be fourteen and a half years.

I do not feel able to make the same recommendation in the case of girls, as they would not, at the age of fourteen, be old enough for domestic service. If, however, after inquiry, it was found that the homes had improved and that the parents were fit to receive the girls, it might be considered whether or not they should then be licensed to them, control being retained over them until they reached the age of eighteen.

It must be borne in mind that the expense of the maintenance of schools entirely for the reception of young children will be proportionately greater than that of an ordinary school. For instance, a more numerous as well as a specially selected staff will be required, firstly to minister to the special requirements of such young children, and, secondly, because the school will be deprived in a great measure of the assistance which in ordinary schools is rendered by the children in the usual domestic work of the institution, as they would both enter and leave at an early age. Clothing also will be more costly, inasmuch as the whole of the garments will have to be purchased outside the institution instead of being made by the children. The dietary will be a special one, but need not, I think, cost more than usual.

For the reasons given above, it will be absolutely necessary, in the event of the proposal being carried out in this way, that the contribution of the Board shall be fixed at a rate considerably higher than that for ordinary schools, and I do not think that anything less than a total weekly payment of 10s. from both sources will be sufficient.

In the case of the Roman Catholic boys, I think that the arrangement now in force in connection with the St. Vincent's school, by which special provision is made for young children at Whitstable, is the best which can be devised, and that it should be continued, but that the Board should undertake to raise the contribution to 10s., in order that the Managers might be justified in taking the steps which they propose to enlarge the present buildings or to provide new buildings for the accommodation of a total number of fifty young children.

Similar arrangements should be made for providing accommodation for the younger Roman Catholic girls, and I suggest that I may be authorised to communicate with the Roman Catholic authorities, with the view of ascertaining the steps which they will be prepared to take in the matter.

Although not coming strictly within the scope of the present memorandum, it may not be out of place to call attention to the fact that Mr. Legge, in his last report, mentioned the question of also providing special accommodation for boys who are over twelve years of age when committed, and expressed the opinion that it is a question whether the difficulty of dealing with these cases, though not so clearly recognised, is not the more serious difficulty of the two. He added: "Very few boys of twelve and a half and thirteen, committed to an Industrial school, are sent until they are more or less hardened offenders. In the school they at once take their place amongst the oldest and biggest. Instead of being led by others who have come under the influence of wholesome discipline, they are in danger of leading others, and leading them astray."

The Committee, after giving the foregoing memorandum very full and careful consideration, forwarded to the Board recommendations which were formally adopted on February 20th. 1902, in the following resolutions:—

(1) That a letter be addressed to the Home Secretary, asking whether he would be prepared to sanction the provision by the Board of a school, or schools, specially for the reception of children under nine years of age, either (in the event of the London County Council schools being transferred to the Board) (a) by the utilisation of the buildings at Mayford, or the provision of special accommodation at the Feltham Industrial School; or (in the event of the London County Council schools not being transferred to the Board) (b) by the provision by the Board of two new schools, one for boys and one for girls; and by a special arrangement with the Managers of two or more existing schools with which the Board have agreements.

(2) That (in the event of the sanction of the Home Office being obtained to the latter part of the alternative proposal (b)) the Board authorise the committee, if necessary, to make arrange-

Illustrations of Industrial School Work.



HOME FOR LITTLE BOYS, CLAPHAM PARK—THE INMATES.



HOME FOR LITTLE BOYS, CLAPHAM PARK—A DORMITORY.

Illustrations of Industrial School Work.



UPTON HOUSE TRUANT SCHOOL—IN THE LAUNDRY.



UPTON HOUSE TRUANT SCHOOL—BOOT-CLEANING.

ments with the Managers of certain existing schools with which the Board have agreements, for the reception only of children under nine years of age, and that in such cases the Board agree to make to the Managers, in respect of each child sent by the Board, a contribution at the following rates:—

(a) Whilst the child is under the age of ten years such an amount as will, with the Treasury grant, make up a total sum of 10s. per week.

(b) When the child attains the age of ten years, such an amount as will, with the Treasury grant, make up a total sum of 9s. per week.

The Home Secretary approved of the scheme in principle.

Arrangements were made in existing schools for the reception of young Roman Catholic children, boys being provided for at Whitstable, in the Junior section of the St. Vincent's Industrial School, Dartford, and special accommodation being provided for girls in the St. Mary's Industrial School, Croydon. The project for the transfer of the London County Council was not realised. Efforts were made to find Protestant schools the Managers of which were able to fulfil the requirements of the Board, but they were unsuccessful. A communication was therefore forwarded to the Home Secretary, asking him to authorise the Board, as an experiment, to secure two large houses in the neighbourhood of London which would accommodate from twenty to thirty little boys and girls respectively, these houses to be placed under Matrons and female officers, and the children to be sent to public Elementary day schools in the neighbourhood. The Home Secretary required some information in detail, and in January, 1903, a reply was received stating that, if suitable buildings were provided for the purpose, the Home Secretary would be prepared to grant temporary certificates for the homes. Immediate steps were taken to secure such buildings, but great difficulties were encountered. None could be hired, and it became necessary to obtain the approval of the Board to the purchase of buildings; but it was not until the end of June that the Committee were successful in acquiring a suitable house in Clapham Park.

The certificate of the Secretary of State was received on November 21st, 1903, and was granted for a period of two years for the reception of 30 little boys. The Home was opened on December 29th, when a number of little boys, who had been temporarily accommodated in schools with which the Board have agreements, were sent into residence.

The provision of a similar school for little girls remains in abeyance for a time, as it is found that there is sufficient accommodation in existing schools to provide for present needs.

XVI.—TRUANT SCHOOLS.

In the year 1876 the Board decided that it was desirable to ascertain whether the difficulties occasioned by incorrigible truants and children otherwise uncontrollable by their parents could be advantageously met by the establishment of special schools where such children, with the consent of their parents, except under very special circumstances, and by order of some competent authority, might be detained for short periods under suitable discipline; or whether any other suggestion could be made for the attainment of the same ends. They also appointed a special committee to consider and report whether it appeared desirable that any representation should be made by the Board on the subject to the Education Department or the Home Office. The Special Committee reported to the Board that they considered it proved

that there is a class of boys numerous enough to demand serious attention which are not satisfactorily met either by the Bye-laws or by the ordinary application of the Industrial Schools Act. These are the cases of parents who sincerely desire to obey the law, but who, through feeble health, widowhood, or absence at work, cannot prevent the wilful and perverse truancy of their children. In such cases the Bye-laws are sometimes felt to operate with harshness, if not injustice; while a long detention of the children in an Industrial school seems disproportionate to the circumstances, disturbs family life to an unnecessary extent, and involves an excessive expense to the public.

The Board thereupon asked the Home Secretary and the Education Department for authority to make provision for not more than fifty boys, as an experiment, under the Industrial Schools Acts, either in a school already existing, or in a school to be provided by the Board. They further decided that no boy should be sent to the school, except by express desire of his parents, and on the joint application of such parents and the Board.

The Home Secretary approved of the proposed Truant school on the understanding that children should be sent thither for short periods ranging from one week to a month.

Enquiries were thereupon made with the view of finding suitable buildings in which the proposed school could be established, with the result that Upton House, Urswick road, Homerton, capable of accommodating sixty boys, was purchased and furnished, and the necessary staff was appointed.

The intention was that all cases should be sent to the school under Section 16 of the Industrial Schools Act, which provides that a child may be sent to an Industrial school by a magistrate, on the representation of a parent or guardian that he is unable to control him. It was further proposed that the period of detention should be from one week to a month; that there should be an absolute prohibition of conversation among the boys, and that no play should be allowed, but that the necessary exercise should be derived from the drill.

In February, 1878, a letter was received from the Home Secretary stating that a point of law had unexpectedly been raised in connection with the control and detention of children in the proposed school, upon which he had felt bound to consult the law officers of the Crown, and forwarding a letter from Sir James Ingham, the chief magistrate, stating that the majority of the magistrates were of opinion that a school established in conformity with the proposed rules could not be deemed to be an Industrial school, and that an order could not be made under Section 16 of the Industrial Schools Act for the detention of a child therein.

The Board forwarded to the Home Secretary an appeal against the statement that the school could not be legally established. Pending the decision of the Home Secretary, they gave notice to the officers already appointed for the termination of their engagements.

A reply from the Home Office was received at the end of March, stating that the law officers of the Crown were of opinion that an order for the detention of a child for so short a period as a month or six weeks was at variance with the spirit, though not with the letter of the Industrial Schools Act. The Board thereupon withdrew their application for a certificate for a Truant school; but they asked that, as the building had been purchased and the officers appointed in reliance on the preliminary sanction granted by the Home Secretary, the school might be certified as an ordinary Industrial school.

The Board further resolved that the Upton House School should be reserved for cases sent under Section 12 of the Elementary Education Act of 1876, and the Home Secretary was so informed. The result of this decision was that the school would be an ordinary Industrial school; but that only truant boys would be admitted, the section referred to giving power to a court to send children to an Industrial school for the breach of an order to attend an ordinary Elementary school.

In October, 1878, the Secretary of State issued a Certificate for the school for sixty boys under the Industrial Schools Act, the school to be used for the reception of cases sent to it under Section 12 of the Elementary Education Act of 1876, so that the school became in effect what it had been in name—an Industrial school reserved for the reception of truant boys—or in other words a Truant school.

The school was soon filled, and in February, 1880, a report was laid before the Committee calling attention to the fact that a large number of cases were waiting for admission, but that there were no vacancies. No action was then taken; but in the following May the question of the necessity for additional accommodation was again under consideration and an application was made to the Managers of all schools within the district of the metropolis with which the Board had agreements, asking whether they were willing to provide accommodation for truant cases on the usual terms of payment. The answers being in the negative, it was decided to recommend the Board to provide additional accommodation for truant cases.

Some idea of the results achieved in the reclamation of truant boys during the short time which had elapsed since the opening of Upton House may be gathered from the following report from the superintendent of the East Lambeth division, which was made in the early part of 1880:—

I had a social meeting with the Visitors last week to discuss various points of their work, and, *inter alia*, the results manifested in the conduct of those boys who had been sent to, and remitted

from, Upton House. I was surprised by the strength and unanimity of testimony to the beneficial effect on these lads (and, indirectly through them, upon other boys inclined to be irregular) from their temporary detention at this school. Twelve boys in all have passed to the home from this division, and been discharged on licence (this is now more). In only one case has there been a failure on a first release. In all other instances the effect of detention has been most beneficial. The boys licensed out are amongst the most sprightly, well-conducted, and punctual of scholars, and some instances were signalised where the change in appearance and conduct was spoken of as "surprising," "most gratifying." As visitor after visitor spoke of the good result upon his own cases, I could not but feel convinced, even if not fully so before, that the Board have a highly remedial institution in Upton House for the evil it is designed to meet, and it will be a matter of great interest to me to see other incorrigible youngsters removed there, and to watch the results also in their cases.

Subsequent observation and experience have strengthened my conviction of the value of such an institution. I have spoken to some of the boys who have been consigned to this home and subsequently released, and to their parents and teachers. The universal testimony has been as to the radical improvement effected in the conduct of these boys. One mother was especially fervent in her thanks to the Board for the great good done to her wilful boy by some weeks' residence at the institution, and the magistrates view with favour the disciplinary character of such a home in the numerous cases brought before them where parents plead that the irregularity is entirely the fault of the children, and not their own. I look forward with expectancy to the early establishment of a similar Truant school for the large metropolitan area south of the Thames.

Upton House proved to be inadequate for the accommodation of sixty boys, and also unsuitable for permanent use as a Truant school. At the beginning of 1883, therefore, it was decided at once to reduce the number of inmates from sixty to forty-six. The necessary additional land having been acquired, it was further decided to pull down the old buildings and to erect on the site a new school to accommodate 100 boys. The new buildings were completed, and the Home Secretary's certificate was received in February, 1885. Accommodation for forty more boys was provided in 1887 by utilising as dormitories rooms in the main building which had been occupied as an infirmary, and by erecting a new infirmary in the playground.

Up to this time no accommodation had been available for truant Roman Catholics, and the only way in which the worst of such cases could be dealt with was by sending them to ordinary Roman Catholic Industrial schools. A portion of the additional accommodation was therefore devoted to Roman Catholic boys. At a later date some additional property was purchased adjoining the school in order to improve the accommodation and to provide a gymnasium and a swimming bath. On the completion of this work in May, 1901, the certificate was extended so as to allow of the accommodation of 150 boys.

Section 18 of the Industrial Schools Act, under which boys are sent to Truant schools, provides that:—

The order shall specify the time for which the child is to be detained in the school, being such time as to the justices or magistrate seems proper for the teaching and training of the child, but not in any case extending beyond the time when the child will attain the age of 16 years.

Provision is made by which a child may be licensed out at any time after the expiration of one month's detention, on condition that he attends an ordinary Day school. In the event of a breach of this condition, the licence may be revoked, and the child may be re-admitted to the Truant school.

Up to the end of the year 1892 there was no uniformity of practice at the various Metropolitan Police Courts as to the period during which orders for the detention of children in Truant schools should have effect. The practice at most of them was to order a child to be detained until he reached the age of 14 (the maximum age at which he would in ordinary circumstances be liable to the provisions of the Education Acts), but in some it was 16. At a few of the courts, however, the magistrates made their orders of detention for varying short periods of about three months, and in some cases for so short a period as six weeks. The fact of a boy knowing that he could only be detained for a short time was found to be prejudicial to the discipline of the Truant school. Moreover in such cases the Managers had no opportunity of releasing boys on licence under penalty that, if they failed to attend a Day school, the licence would be revoked, and they would be taken back to the Truant school for a further period of detention. The necessity of a uniform practice was therefore apparent. The Board accordingly asked the Home Secretary to make provision by legislation for this course to be adopted, and that in the

meantime he would make a representation to the magistrates at the courts in question as to the desirableness of meeting the views of the Board.

In March, 1893, a reply was received from the Home Secretary, stating that at a fully-attended meeting of magistrates it had been decided that children should be formally committed to Truant schools until they attained the age of fourteen, subject to their being allowed out on licence at any time before reaching that age.

Before this time the need of still further accommodation for truant boys had become very pressing. Many new cases could not be dealt with, and cases in which it was necessary to revoke the licences of boys for non-attendance at a Day school could only be dealt with after very great delay.

In 1884 the Board entered into an agreement for the reception of cases with the Managers of the North London Truant School at Walthamstow, and in 1887 with the Managers of the West Ham Truant School at Fyfield. In July, 1887, the Committee reported to the Board that these schools were all full, and that there were over 100 cases waiting for admission or re-admission. The Home Secretary thereupon sanctioned the establishment by the Board of a second Truant school to accommodate from 120 to 150 boys. A site was purchased at Anerley; but as the new school could not be completed for at least two years, and the need for additional accommodation was very great, steps were taken to provide temporary accommodation. The Board had purchased the old House of Detention at Clerkenwell for the site of a new Board school, and an application was made to the Home Secretary for permission to use temporarily a wing of the building for a Truant school. A reply was received in August, 1888, stating that the Secretary of State was unable to sanction the proposal.

In March, 1890, the Board made an application to the Home Office for authority to make temporary arrangements for truant cases pending the building of the new Truant school. The Home Secretary approved of the proposal, and steps were taken to secure a suitable building. The attention of the committee was called to a building at Highbury, which had been used as a "Church Missionary Children's Home." This building, proved to be so suitable for the purpose that the Board decided to purchase it, and to apply to the Home Secretary for permission to use it for a permanent Truant school in lieu of the school formerly authorised at Anerley.¹ In March, 1891, the certificate of the Home Secretary was received, authorising the reception of 150 boys, with a margin up to 160. In October, 1892, the certificate was amended so as to authorise the admission of 175 boys; and, in August, 1893, the certificate was again amended so as to enable the school to receive its full complement of 200 boys as from January 1st, 1894.

The school is provided with an excellent bakery, and with shops for the teaching of Shoemaking, Tailoring and Matmaking, all of which have been specially erected for the purpose. The provision of a swimming bath and an enlarged gymnasium has been sanctioned. There is also a detached infirmary for the accommodation of children suffering from minor ailments. Any infectious cases would be at once removed to a hospital.

Further provision for truant boys had, during this time, been made by entering into agreements with the Managers of the Holme Court Truant School, Isleworth; and, in February, 1895, an agreement was entered into with the Managers of a new Truant school at Lichfield.

In January, 1895, the attention of the Committee was called to the fact that the available accommodation was still insufficient, and to the necessity for a third Truant school which should be situated in South London. They obtained the approval of the Board, and of the Home Office, to this proposal. A house at Barnes, known as St. Ann's was, with the approval of the Secretary of State, purchased for the purpose. In December, 1898, however, the Board decided that this house was not suitable, and, with the approval of the Home Office, they instructed the Works Committee to dispose of it. Before this date, however, the difficulty of dealing with the cases of boys who were re-admitted to a Truant school for the fourth, fifth, or sixth time, was brought under the notice of the Committee. Experience having shown that in these

¹ The Anerley site was subsequently utilised for the erection of a school for the Blind.

Illustrations of Industrial School Work.



HIGHBURY TRUANT SCHOOL—TAILORS' SHOP.



HIGHBURY TRUANT SCHOOL—PHYSICAL DRILL.

Illustrations of Industrial School Work.



HIGHBURY TRUANT SCHOOL—GYMNASTICS.



HIGHBURY TRUANT SCHOOL—PHYSICAL DEVELOPMENT.

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cases it was useless to continue licensing the boys out, it was proposed that they should remain under detention until they reached the age of 14, not in an ordinary Truant school, but in a separate school, which would be conducted as an ordinary Industrial school. An alternative suggestion as to dealing with such cases was that they should, on re-admission to the Truant school, receive full-time school instruction. The Board decided to forward these alternative proposals to the Home Secretary, and to inform him that, in the event of his approving of the first suggestion, the Board proposed, so soon as a suitable building had been secured for a third Truant school, to ask his consent to one of the Board's Truant schools being specially set apart for the purpose.

A reply was subsequently received from the Home Office stating that the proposals had been referred to a Committee which was then inquiring into the working of the Reformatory and Industrial school system.

The matter was again brought before the Board in May, 1898, when the Board passed the following resolutions:—

That where boys have been admitted to a Truant school three times, and all efforts have failed to secure their attendance at a day school, and it is necessary to revoke the licence and admit the boy for the fourth time, it is desirable that the boys should then be transferred to a separate school until the expiration of the period of detention, such school to be conducted on the lines of an ordinary Industrial school.

That a building (St. Ann's, Barnes) having now been acquired for the purpose of a third Truant school, the Home Secretary be asked to approve the school, when ready, being set apart for the above purpose, on the understanding that he will be willing to sanction a set of rules specially applicable to the proposed school which will authorise the detention of the boys until they reach the age mentioned in the Order of Detention without further licences.

In April, 1899, the Home Secretary stated that he was prepared to approve of the proposal on condition that the school was conducted as an ordinary Industrial school. In the meantime, however, the proposal to occupy St. Ann's, Barnes, as a Truant school had been abandoned.

A further proposal to use the buildings belonging to the Board at Brentwood was also abandoned; and in March, 1899, the Board asked the Home Secretary to approve of the purchase of a site at Hither Green, upon which the proposed school for incorrigible truants might be erected in conjunction with an ordinary Industrial school to replace the Brentwood school. Plans and an estimate of the cost of the proposed schools were submitted to the Home Secretary; but, owing to the large amount of the expenditure involved, he did not see his way to agree to the proposal. Ultimately, on February 28th, 1901, the Board decided that no further steps should be taken for the erection of a school for incorrigible truants until the result of the two Day Industrial schools which the Board had previously decided to establish at Brunswick-road and Ponton-road should have been seen. The various means adopted for dealing with truancy, however, have been so successful that the provision of further accommodation is now unnecessary.

It will be remembered that early in 1896 the Board adopted an alternative proposal for dealing with incorrigible truants—viz. that they should receive full-time school instruction; but that beyond forwarding the resolution to the Home Office, no action had been taken upon it. In March, 1897, the Board applied to the Home Office for permission to amend the time-table of Upton House as an experiment for one year, so as to admit of boys who returned to the school for a fourth, fifth or sixth time receiving, as a rule, full-time instruction, together with such industrial training as might be thought desirable. This proposal was agreed to by the Home Secretary, and was put in force. At the conclusion of the experiment the Committee came to the decision that the system was good, and at their request, the Home Secretary sanctioned it permanently. The proposal to establish a school specially for incorrigible truants having been abandoned, it became necessary to take other steps for dealing with such cases. A report was accordingly presented to the Board, in which it was pointed out that boys who were committed to the Board's Truant schools were usually detained in the first instance for a period of about twelve weeks, and were then licensed out to attend ordinary elementary schools. If it were necessary, in consequence of continued non-attendance, to readmit them, the term of detention was increased, and they were kept for periods varying from sixteen weeks to twenty-six weeks, according to the number of times each

boy had been readmitted, and having regard to the other circumstances connected with the case. A small number of boys who had succeeded in evading the Board's officers, were not committed to the Truant school until they reached the age of thirteen years. It was generally found in these cases that the boys were very backward in their education. This was also true of boys who, although committed at an earlier age, would not attend school when placed out on licence, and had to be readmitted to the Truant school. It was desirable in such cases that the boys should receive as much instruction as possible before becoming exempt, and that any boy who on admission or readmission was over thirteen years of age should be retained until he became exempt. In consequence of the pressure on the accommodation it had not previously been possible to carry such a proposal into effect; but the number of truants had, for some time past, been steadily diminishing, so that it was possible to retain these older children in the schools for a longer period without prejudice to new cases for admission. The Home Secretary was therefore asked that truants who are admitted or readmitted in their fourteenth year might be retained, so far as the accommodation permitted, until they attained fourteen. The Home Secretary consented to the proposal as an experiment for two years.

In the earlier years the discipline adopted in the Truant schools was of a punitive and corrective character, but experience proved that this was undesirable, and the severity of the discipline has, been gradually relaxed, with good results. That this change of system receives the hearty approval of H.M. Inspector is shown by the following extract from his Report for the year 1899:—

I am convinced that the dread of making the Truant school too agreeable a place rests on no solid foundation. The idea of making life in a Truant school so horrible that the terrors of recall to it will keep a boy regular in attendance at any Dayschool, however unattractive or unsuited to him, is not one that can commend itself to the pedagogic authorities of to-day. The imagination shrinks from contemplating the sort of man such a regimen would be likely to produce—an anarchist, not a citizen. For the genuine truant, the discipline of such a school as Highbury is quite severe enough. The absolute insistence there on hard work in the schoolroom, in the shops, or at exercise, on punctuality, cleanliness, and obedience, the fact that almost every moment of the day is mapped out for you, that you have continually to be stifling your own inclination—all this is not punishment, but the most excellent of medicines. The self-willed little boy and the easy-going individual from a slovenly home do not like it, but it is good for them, just what they want in fact. If a very few doses of the medicine do not suit the boy, then the probability is that his complaint has not been properly diagnosed. The disease may be a worse one than truancy; on the other hand, there may be no disease at all in the boy himself, the seat of it may be in his home, or in the school which he refused to attend. In either event the Truant school is not the proper place for him, and a heavy responsibility lies on the Managers of such a school to secure a fair trial for every boy brought before them. If it were possible for boys to form a union, the National Union of Scholars might employ a legal gentleman to properly represent before a magistrate the boys' side of a case; we should then be much better informed than we are at present of the conditions of life at home, in the Day school, or in the streets favouring truancy.

Up to the year 1895, the practice of the Committee was to apply to the Home Secretary for the formal discharge from the Truant school of any boy who, after being licensed out, attended regularly at a day school for a period of nine months. In that year, however, they came to the conclusion that it was undesirable to forfeit the power over a boy which was secured by the warrant of commitment; and they decided that, if a boy made satisfactory attendances for a year, the weekly card by which his attendances are reported to the office should be discontinued, but that his name should be retained on the books of the Truant school, so that, if he relapsed into truancy, he might be readmitted without further legal proceedings.

Notwithstanding the fact that the children, as a rule, receive only half-time instruction in the schoolroom they make good progress; and, in many cases, attain a degree of proficiency equal to that of the children in the ordinary Day schools.

The Industrial Training in the Truant schools comprises Tailoring, Shoemaking, Gardening, Laundrywork, and a class of smaller boys is employed in Darning. The clothing, boots, and slippers are made and repaired at the schools. The boys at Highbury are taught, in addition, Mat-making, and receive Manual Training in Wood. Drawing as applied to industrial training is taken at both schools with much success. It is remarkable to find that notwithstanding the comparatively short time these boys

are inmates of the school many of them become quite expert tailors, shoemakers, mat-makers, and laundrymen, and in some cases they become proficient as bakers.

The Physical Training of the children comprises Military Drill, Physical Exercises Gymnastics, and Swimming. A high pitch of efficiency in drill and physical training has been attained in these schools, and displays were given by the Highbury boys at the exhibition of drill at the Royal Albert Hall in 1903, and an exhibition was given by boys from both schools at a display by boys from Industrial Schools at the Holborn Town Hall in November, 1903.

At the Upton House Truant School the boys in addition receive instruction in Swimming, and during last year over 200 boys learned to swim. Steps are now being taken for the provision of a swimming bath at Highbury; and, it is hoped, that it will soon be possible to teach swimming there also.

Every encouragement is held out to boys to attend regularly when placed on licence. In the case of the Highbury School it has been the practice of the Chairman to attend each Friday evening, and to see the boys individually before they leave the school, and to give them a few words of kindly advice. Boys who attend school for twelve months with regularity, receive from the Truant school a prize, consisting of a book. This is in addition to the usual prize and medal given at the day school for perfect attendance for a year. Any boy gaining a medal also has his name inscribed on the "Honour Board," at the Truant school.

Of the 11,000 boys committed to the Board's Truant schools since their establishment, about one-half have been permanently cured by a first detention, and of the remainder about one-half have been cured by a second detention. The average percentage of attendance of boys on licence during the whole period has been about 86 per cent., and at the present time it is over 90 per cent. It will be seen, therefore, that Truant schools amply and increasingly justify the object of their existence by the success with which they effect the cure of truancy.

The decrease in the number of admissions steadily continues. This is a matter for congratulation, inasmuch as it demonstrates the efficacy of the various means which have been adopted in recent years for the improvement of school attendance. These means have been principally as follow:—

(1) The raising of the maximum fine for non-attendance from 5s. to £1 by the Education Act, 1900. This has caused parents to exercise greater control over children with truanting tendencies. Consequently, the number of summonses necessary to be issued has decreased, and this, together with the decision of the Board to reduce the number of children for whom each visitor was responsible, has enabled the visitors to take immediate action for the visitation of parents whose children make only eight attendances per week.

(2) The appointment of a visitor in each division, to be employed in districts of a specially difficult character, or where the percentage of average attendance falls below 80, or in any district where the Divisional Committee are of opinion that the services of an additional officer with great experience would be beneficial.

(3) The deterrent effect of the Truant schools themselves, not only upon children who have been inmates of those schools, but also upon other children who would have become truants but for the fear of being committed to them.

(4) In the earlier days of the Board many of the parents of the children who were liable to attend school cared little as to whether their children attended or were absent. Many of the scholars of those days are the parents of the children now attending school, and the majority of them are anxious for the education of their children. In other words, one of the effects of the Board's beneficent work has been to train the masses to appreciate the value of education, and to recognise the necessity for their children's regular attendance at school.

If this improved condition of things continues, it seem probable that one Truant school will be sufficient to accommodate all boys who are committed to a Truant school; and, in these circumstances, it will be necessary to consider whether or not one of the existing schools shall be converted into an ordinary Industrial school.

There are at the present time 15 Truant Industrial schools in England, all of which have been established by school boards.

No Truant school accommodation has been provided for girls. The Committee in 1894, considered the question why so small a number of girls came under the provisions of Sections 11 and 12 of the Elementary Education Act of 1876. It was decided to ascertain from the Divisional Superintendents whether this was because there was no accommodation for girls of the Truant school class. The replies received were unanimous in stating that the number of girl truants was so small that no special provision of the kind was needed. Some few cases of girl truants do, from time to time occur. The Magistrate usually commits them to an ordinary Industrial school.

XVII.—DAY INDUSTRIAL SCHOOLS.

The origin of the present system of Day Industrial schools was the old Ragged Day Feeding schools. These schools were the result of the voluntary efforts of philanthropists, and were mainly supported by them, although in some instances the Committee of Council on Education contributed grants in aid. The attendance was voluntary, but the inducements of food and warmth, and sometimes of clothing, were sufficiently strong to attract a large number of the poor neglected and starving little waifs who then swarmed, to a far greater extent than is at the present time conceivable, in all great towns, and particularly in London.

Anticipating the establishment of the Day Industrial school system, the Rev. Sydney Turner, in the Government report for 1873, writes as follows:—

From the information I have received from the School Boards of our largest centres of population, I am led unwillingly to the conclusion that the ‘arab class’ of children, as they are called, cannot be reached by the powers and provisions of the Education Act as it now stands, or by the purely instructional machinery which it recognises; and unless the intermediate and far cheaper form of industrial school, which I have before spoken of, be adopted—viz. the day feeding school, in which the children shall be employed and partially fed as well as taught, but shall not be lodged nor clothed, I see no prospect of lessening the demand for the present expensive boarding-schools recognised by the Industrial Schools Act; rather I can have no doubt that these schools will be considerably multiplied.

Again, in the Government report for 1875, Mr. Turner writes:

I believe that the most effectual and extensive relief to the growing burden of our present system of industrial boarding-schools would be the establishment, under somewhat parallel conditions, of Industrial Day schools, in which the disorderly young runagates of our large towns might be taught, employed, and fed and sheltered through the day, but not lodged at night.

In a paper read before the Social Science Congress at Glasgow in the year 1874, Miss Mary Carpenter foreshadowed with remarkable accuracy several important provisions of the Education Act of 1876 with regard to the establishment of Day Industrial schools.

The substance of Miss Carpenter’s proposals is as follows:—

It will be necessary to have a short Act of Parliament, supplementing the present Education Act, giving to School Boards the powers necessary to carry out effectively a Day Industrial school, wherever such a school is required to carry education to the very lowest stratum of society.

The Boards to have the power to establish and carry on Day Industrial schools, or to certify as fit and proper such schools as may be established by voluntary effort, making payment for food not above 2s. weekly.

The Boards to send under order to such schools all children as are found wandering in the streets, or not attending school, after proper warning. The parents or guardians to be compelled to send the children regularly, and to be liable to punishment if this is neglected.

The Board to have power to remit such order, on sufficient guarantee being given that the child will attend regularly some ordinary day school.

The Board to have power to recover from parents or guardians the whole or part of the money spent in food, and from the guardians of the poor the allowance for the child if an outdoor pauper.

The subject of Day Industrial schools has been before the Board on several occasions. As early as 1872 the Board instructed the Industrial Schools Committee to report on the subject. The Committee in their report stated that:

However useful such schools might be made when properly conducted by private management with an unfettered power of selection of cases and application of funds voluntarily subscribed, it appears clear to the Committee that if these schools were to be managed by the Board, and paid for by the rates, the effect would be to cast upon the school rate a burden which ought to be borne by the poor rate, and to pauperise or demoralise many persons who could not readily be excluded from availing themselves of public funds. Moreover, any action in this direction by the Board would require previous legislation.¹

¹ Board Minutes, Vol. II., p. 351.

In 1873, the Board referred to the Industrial Schools Committee a proposed memorial to the Education Department which had been forwarded by the Bristol School Board, asking that powers might be given to School Boards to establish Day Industrial Schools. The Committee reported :

That while the difficulties mentioned therein are acknowledged to exist to some degree, the committee do not consider the remedy proposed would be adequate or satisfactory.¹

Again, in 1875, the Committee reported to the Board on the subject, and their report concludes with a statement that :

Because the Day Industrial Feeding school is unsuitable for most of the children who are difficult to deal with, and to send children to it would entail a serious additional cost to the Board for the others (unless a Treasury grant were to be part of the scheme), the Committee are unable to recommend even a trial of the proposal in London.

The establishment of Day Industrial schools was authorised by the Elementary Education Act of 1876, Section 16 of which provides that :

If a Secretary of State is satisfied that, owing to the circumstances of any class of population in any school district, a school in which industrial training, elementary education, and one or more meals a day, but not lodging, are provided for the children, is necessary or expedient for the proper training and control of the children of such class, he may, in like manner, as under the Industrial Schools Act, 1866, certify any such school (in this Act referred to as a day Industrial school) in the neighbourhood of the said population to be a certified day Industrial school.

In February, 1878, the Industrial Schools Committee presented a report to the Board recapitulating the law, and the regulations with regard to Day Industrial schools and they recommended that the necessary steps should be taken for the establishment of a Day Industrial school in Spitalfields. After a debate the proposal of the Committee was however rejected.

In 1885, a memorandum on the subject was prepared by Mr. Henry Spicer, who was, at that time, Chairman of the Industrial Schools Committee, and after setting forth the argument for and against Day Industrial schools, he concluded :—

I am inclined to think that the time has arrived when the Board should purchase for itself experience on the subject. I therefore advise the committee to recommend the Board, as an experiment, to establish two of these schools for not more than 100 children each. I think the best plan would be to endeavour to secure temporary schools by the riverside, or in the neighbourhood of the docks, one on the north and the other on the south of the Thames.

The Committee submitted to the Board a recommendation for the establishment of two Day Industrial schools for not more than 100 children each, one to be situated on the north side of the river near the Docks, and one on the south side of the river. After a lengthened debate, the Board decided not to adopt the recommendation of the Committee. The question then remained in abeyance until January, 1890, when a further proposal for the establishment of two schools was before the Committee. At the same time the Board was urged by a largely attended meeting of managers and head teachers, held at Toynbee Hall, to establish Day Industrial schools for neglected children.

In March, 1890, the Committee reported to the Board that, in their opinion, the time had arrived to carry out the provisions of the Act of 1876 respecting Day Industrial schools, and they recommended the establishment of two such schools with accommodation not exceeding 100 children each, one on the south, and one on the north side of the river. The question was referred back to the Committee for further information. This was supplied, and the recommendation of the Committee was adopted with the omission of the words limiting the accommodation in each case to 100. Legislation on the subject was expected at this time, and action was therefore delayed to see whether the resolution of the Board would thereby be affected.

In February, 1892, a motion was moved at the Board with a view of immediate steps being taken to establish the two schools ; but the matter was referred to the Committee to reconsider the whole question, and to advise the Board whether the original proposal should be carried out. The Committee then recommended the establishment of one Day Industrial school only: such school, if practicable, to be opened in some suitable building which was already under the control of the Board, and this recommendation was adopted by the Board. No such building was, however, then available. In 1894

¹ Board Minutes, Vol. III., p. 566.

the Board closed the Drury-lane school as a Public Elementary school, and, in the following year, they opened it as a Day Industrial school for 200 children, with the consent of the Education Department and of the Home Office.

In May, 1898, the Board sanctioned the establishment of a second Day Industrial school. The necessary consents were obtained to the adaptation of buildings in Brunswick Road, Poplar, which had previously been used as a Public Elementary school. On September 12th, 1901, the Secretary of State issued his certificate authorising the school as a Day Industrial school for 150 inmates.

In June, 1900, the Boys' and Girls' departments of the Ponton Road School, Nine Elms, were discontinued as Day schools, and were opened, in April, 1902, as a Day Industrial school, the Secretary of State having certified them for 150 children.

In October, 1898, the School Accommodation and Attendance Committee forwarded to the Industrial Schools Committee a report from the Tower Hamlets Divisional Committee, calling attention to the number of homeless children in that division, and recommending that a Day Industrial school should be opened in Whitechapel for such children. In May, 1899, the Board, agreed to this proposal, provided a suitable building could be obtained at a reasonable cost, and the consent of the Home Secretary was obtained. In May, 1900, the Committee reported that they had been unable to secure a building within the district. The Board thereupon instructed the Works Committee to furnish an estimate of the cost of acquiring a site and erecting a suitable building to accommodate 200 children. This cost proved to be too heavy, and the Board did not proceed further in the matter.

1. *Parental Contributions.*

Parental contributions are regulated by Section 16, sub-section 6, of the Elementary Education Act of 1876, and an Order made thereunder, which provide that where a child is sent to a Day Industrial school under an order of detention, the parent or guardian shall contribute towards his maintenance a sum of not exceeding two shillings per week. Where a child is sent under an attendance order, or without an order of Court, the parental contribution must be a sum of not less than one shilling, nor more than two shillings, per week. The number of cases of the latter description is very small. In the cases of children attending under an order of detention the majority of the parents pay their contributions with regularity. When difficulty is experienced in obtaining the amount, on account of the poverty of the parents, leniency is shown and time is given in which to pay off the arrears. In cases where it seems hopeless to obtain payment arrears are remitted.

The Treasury contribution for attendance is paid quarterly, and for proficiency, discipline, and organisation annually. It may amount in all to a sum of 52s. a year, or one shilling a week per child in cases under order of detention, and to half these sums in attendance order or voluntary cases, according to the following table :

	For children sent under order of detention.	For children attending otherwise.
<i>Quarterly for average number in attendance</i>	10s.	5s.
<i>Annually—</i>		
For proficiency in Reading, Writing, and Arithmetic	6s.	3s.
Do. in Special subjects, viz.: Recitation and Elementary Geography or Grammar	2s.	1s.
For Discipline and Organisation, on a satisfactory report from Inspector	4s.	2s.
	<u>52s. a year.</u>	<u>26s. a year.</u>

Year by year it has become more and more apparent that the Day Industrial schools supply a need which is not met either by the residential Industrial school or by the Truant school. Mr. Henry Rogers, late Assistant Inspector of Industrial schools, wrote of them in 1897 as follows:—

I can testify, however, that the Day Industrial schools now at work have been so organised, so managed, and controlled, and the children's necessities so thoroughly felt and understood, that it has been nothing else than a keen sense of satisfaction to enter their doors, and gaze on the spectacle presented. No matter what the outward condition or aspect of the poor children or the sufferings and privations to which they had been or are exposed, within the walls of this refuge there may be found harmony, rest, and peace. In no class of schools I have ever entered have I witnessed more

Illustrations of Industrial School Work.



DRURY LANE DAY INDUSTRIAL SCHOOL—
BOY ON ADMISSION.



DRURY LANE DAY INDUSTRIAL SCHOOL—
SAME BOY AFTERWARDS.



DRURY LANE DAY INDUSTRIAL SCHOOL—SHOEMAKING.

Illustrations of Industrial School Work.



DRURY LANE DAY INDUSTRIAL SCHOOL—PRINTING.



PONTON ROAD DAY INDUSTRIAL SCHOOL—IN THE KITCHEN.

encouraging scenes of good order, discipline, and quiet control. Time after time, year after year, in all these schools, the triumph of good feeling, quiet persuasion, kindly Christian influence, and patient forbearance has been exceedingly made manifest, and has surprised me in a high degree.

And Mr. Legge, in the Government Report of 1900, says :—

As suggested last year, it is eminently desirable that these schools should increase in number. They afford a welcome relief from the conventional type of day school, and are eminently suited for an ever-growing class of children whose poverty leads to truancy, and thence by too easy a transition to juvenile delinquency.

Day Industrial schools are not intended for the homeless, destitute child, nor for the child with an immoral or criminal home, nor for mere truants; but for a class between the Truant school class and the Industrial school class. The children must have a fairly decent and respectable home, however poor. They have frequently only one parent, who perhaps is absent all day at work, or they may have father and mother both out at work all day. Such children often find their home, even until late at night, in the streets. The result is almost inevitable. The child gets out of hand, becomes a truant, and is sometimes upon the verge of being a criminal. These children are often intelligent and self-reliant. After admission to the school they develop into diligent, obedient, and even affectionate, children, and are, perhaps, the most interesting of the three classes of Industrial school children.

It would clearly be more than a pity, it would be a palpable neglect of public duty, to refrain from doing the utmost for these poor little social outcasts, and from bringing them under the benign and humanising influences of the Day Industrial schools.

2. School Work.

The "half-time" system of school work is adopted in the Day Industrial School, the other portion of the day being devoted to Industrial Training. Experience has proved that in this kind of school the literary part of the education does not suffer from its combination with industrial work. In certain cases children make greater progress with the industrial instruction than with the school work. Some of them have a positive distaste for the latter, whilst at manual work, they are interested and capable.

Notwithstanding the fact that many of these children compare favourably in intellect with the average London child, the majority of them on admission to the school are very backward. It is found necessary to place nearly 50 per cent. either in the First Standard, or in the preparatory class. As the result, however, of perfectly regular attendance, of a state of physical comfort, and of a carefully-prepared curriculum of short and attractive lessons, the interest of the children is engaged and maintained, habits of attention and concentration are developed, and the scholars make rapid, and in some instances, remarkable progress.

3. Industrial Training.

The Industrial occupations at these schools are necessarily limited in number. Those for boys comprise Carpentry, Shoemaking and Printing. The girls, who form only a small proportion of the whole, receive instruction in Cookery and Laundry-work, and are taught the various details of household work, such as cleaning, waiting at table, knitting and darning, and the making, mending and altering of garments. All these occupations have a beneficial effect upon the children. Besides making them proficient in the particular branch of labour, they inculcate habits of industry and precision which, apart from their value in the formation of character, are frequently of practical use in securing situations for them after leaving the schools. Some of the boys become competent to make a pair of boots or shoes throughout, and possess a technical and theoretical knowledge of the processes of the manufacture of leather, of the art of cutting out, and of the several kinds of leather employed in different sorts of work. In order to give variety of experience, a small number of private orders are executed in addition to the boots and shoes made and repaired for the inmates of some of the Board's Residential Schools.

The Printing Department at Drury Lane has turned out boys who are able to set up plain work and printed forms. Some of the official forms used in the Industrial Schools Department of the Head Office are printed by them. Moreover, the Governor,

by this means, finds a ready opening for boys on leaving school, employers in the neighbourhood being glad to secure their services.

The most recently established industry is the band. Of its results it is too early yet to speak; but it is expected that, in addition to other advantages, it will be exceedingly valuable as a means of disposing of boys by securing their admission to Army bands directly upon leaving school.

The applications of tradesmen, manufacturers and others for the services of the boys and girls are much more numerous than can be granted. There is thus a field of selection, and in nearly all cases the Governor pays a visit to the situation, with the child, a few days before his discharge to satisfy himself of its suitability. Thereafter, touch is always kept with the children; letters are written now and then, visits are paid to them at their homes or situations at intervals; and ex-scholars are invited and encouraged to re-visit the schools.

Of these schools, Mr. Legge writes in the Government Report for 1901:—

As regards industrial training and its corollary—viz. effective disposal, Drury Lane school in London is still pre-eminent, though it will soon be run hard by its younger brother, the new school at Brunswick Road, Poplar. These London schools deserve study by all interested in social questions. A casual visit to them is not enough; they will repay the most careful investigation.

4. Period of Detention.

Every child sent to a Day Industrial school is committed for a period of three years, or, if over the age of 11, until such time as it shall reach the age of 14. Permission however, is given to license a child, after having been detained for one month, upon the condition of regular attendance at an ordinary Public Elementary school; but, in practice, a much longer period is necessary before a child is licensed out. A considerable class of children cannot well be let out on licence at all, such as children of widows or of widowers who do work which takes them from home; children of negligent parents, in whose case the greatest efforts are made to enforce the payments of the contributions. Other children are retained because it is proved that they would still be truants if licensed to an Ordinary school. On the other hand, the experience of the London Day Industrial schools has been that the children released upon licence make almost perfect attendances.

The legal duties of the Managers of a Day Industrial school cease when the child reaches the age of 14; but anxiety for the interests of the children, and the desire to prevent the care which has been bestowed upon them from being lost, cause the superintendents not only to interest themselves in procuring situations for ex-scholars, but also to visit and supervise them, and report upon their subsequent career.

XVIII.—BOARD'S INDUSTRIAL SCHOOLS.

In the case of each Industrial school established by the Board, the Industrial Schools Committee have been appointed as a body of Managers for the school. The meetings of the Managers are held at the Board Offices fortnightly as part of the proceedings of the Industrial Schools Committee.

In addition a Sub-Committee has been appointed to supervise each school. These Sub-Committees meet monthly (as a general rule at the respective institutions) for the purposes of inspecting the school and its inmates, and of transacting business relating thereto. They then report to the full Committee and submit such recommendations as may be necessary in cases where expenditure is involved.

The Board have established 9 Industrial schools, the following being the names of the schools and the dates of their establishment:—

1. Brentwood Industrial School, Essex, 1874.
2. "Shaftesbury," Industrial Training Ship, off Grays, Essex, 1878.
3. Upton House Truant School, Homerton, 1878.
4. Highbury Truant School, Highbury Grove, 1891.
5. Day Industrial School, Goldsmith Street, Drury Lane, 1895.
6. Gordon House Girls' Home, Isleworth, 1897.
7. Day Industrial School, Brunswick Road, Poplar, 1901.

Illustrations of Industrial School Work.



BRUNSWICK ROAD DAY INDUSTRIAL SCHOOL—FIFE AND DRUM BAND.
(Since transformed into a Brass Band.)



BRUNSWICK ROAD DAY INDUSTRIAL SCHOOL—GIRLS' PHYSICAL EXERCISES.

Illustrations of Industrial School Work.



H. J. KNIGHT, V.C.—BLANDFORD INDUSTRIAL SCHOOL.



DAVENPORT HILL INDUSTRIAL SCHOOL, BRENTWOOD—GROUP OF OLD BOYS IN ONE ARMY BAND.

To face page 51.

8. Day Industrial School, Ponton Road, Nine Elms, 1902.

9. Home for Little Boys, King's Road, Clapham Park, 1903.

The following schools of the Board have not been described in the foregoing pages:—

1. *Brentwood Industrial School.*

In the year 1873 the Board came to the conclusion that, in addition to sending boys to schools with which they had agreements, it was desirable that they should themselves establish Industrial schools. A building at Brentwood, Essex, was purchased, and was opened in 1874, accommodation being provided for 100 inmates.

The late Miss Davenport-Hill, who was for a long time a member of the Board, took a very great interest in the school, and was Chairman of the Sub-Committee for a period of twelve years. When, in 1897, she ceased to be a member of the Board, it was decided, in order to commemorate her connection with the school, that it should in future be known as the "Davenport-Hill Boys' Home."

For many years the children received at the school were those who would not be received at other schools, either on account of their extreme youth, or of some physical or mental defect. On admission they were frequently sickly and feeble, and required great care and attention. During their residence they usually improved steadily, with the result that, when the time came to leave the school, on attaining the age of 14 or soon after, they were, with few exceptions, well-grown and healthy, and capable of earning their own living.

The reports received from H.M. Inspector, and also from the Board Inspector, respecting the education in the schoolroom were usually of a very gratifying nature.

In 1892 the Board Inspector reported:—

There is one feature in this school which deserves special mention, viz., the large number of children in the Upper Standards. Standards IV., V., and VI. include more than half of the boys, and the number in Standard VI. is pretty nearly one-quarter of the whole school. I know of no other institution of this kind which can show the same proportionate number in the higher standards.

The occupations carried on were Tailoring, Shoemaking, Breadmaking, Gardening and Woodwork. There was also an excellent Brass Band.

About 50 per cent. of the boys, on leaving the school, were placed in Army Bands, and have done exceedingly well. One boy, who left in 1883, is now Bandmaster of the regiment in which he was placed, and others have also attained that rank. One old boy, who joined the 20th Hussars, writing from the Punjab, states that he has been six years in India, and during that time has been a Bandmaster and a Schoolmaster; that he is now a Clerk in the Army Headquarters of the India Adjutant-General's Department, with the rank of Sergeant, and has good prospects of obtaining a commission.

A photograph is appended of seven boys all of whom, at different times, joined the Band of the Northamptonshire Regiment, now stationed in India. Each one is a soloist, has good-conduct stripes, and the medal for the Chitral expedition.

A most interesting letter, written from Kneller Hall, was received from one of them, by Mr. Hartland, the Governor of the late Davenport-Hill School, at the end of February, 1904, from which the following is an extract:—

I have never forgotten the days I spent at the Brentwood school. The training I received while there has influenced my career throughout, and I feel that I have every reason to be thankful that I was sent there.

I arrived here from India last April, after a stay of ten and a half years in that country, where I had many pleasant times, and experienced very rough times also, having travelled nearly the length and breadth of India under varying circumstances and experienced the hardships of a campaign on the frontier.

Of the boys of the school who joined my regiment with me (I think there were eight of us) all have left the service [time expired] except myself. I left the regiment with the rank of band sergeant, and came here for training as bandmaster.

Reports received respecting boys who joined the Army at a later date are equally gratifying, and all the boys who joined the Army bands during the years 1883 to 1898 are doing well. Letters of an exceedingly satisfactory nature have been received from old boys who went to situations in civilian life. One of them states that he has been in one situation for 10 years; that he "started at the bottom, and has now risen to be manager of one the finest wine and spirit houses in the City of London." Another,

writing from Neepawa, Manitoba, in 1899, states that he has just passed his final examination in electricity, in which he came out second in the class, and had been appointed electrician for the town. Several others have for many years held positions in the Board's service.

For a period of over 20 years the inmates enjoyed almost uninterrupted immunity from sickness of an epidemic nature. At the end of that time, however, several outbreaks of illness occurred, and consequently the boys were removed to temporary premises at Margate in October, 1898. Whilst there the majority of them were taught to swim, and received instruction in life-saving methods.

The value of this instruction was demonstrated in August, 1899, when a boy named Henry Pentlow, 10½ years of age, saved a school-fellow and the Labourmaster of the school from drowning. For this action he was awarded the certificate of the Royal Humane Society, the presentation being made publicly by the Chairman of the Borough Bench of Magistrates. The *Thanet Times*, in concluding an account of the proceedings, states that "there is not the slightest doubt that the incident would have proved fatal to both master and boy but for Pentlow's timely help; and, even when brought to shore the boy would, in all probability, have succumbed had not Pentlow been well trained in the science of artificial resuscitation."

Steps were taken to replace the school at Brentwood by the erection of a new permanent building upon a site at Hither Green, but in consequence of the high cost the proposal was abandoned. In the year 1902 the Home Secretary decided that he could no longer sanction the use of the temporary premises at Margate. The older children were therefore placed out in life, and the remainder were transferred to other Industrial schools.

2. Training Ship "*Shaftesbury*."

The Board, finding that a considerable proportion of the boys sent to Industrial schools were suitable for a seafaring life, in the first instance entered into agreements with existing training ships for the reception of boys; but in the year 1877 they decided to establish an Industrial school training-ship of their own. After an unsuccessful application to the Admiralty for the loan of a ship, an iron vessel called the *Nubia* was purchased from the Peninsular and Oriental Steam Navigation Company, and was adapted for the purpose of an Industrial school training-ship. In commemoration of the great services rendered by the late Lord Shaftesbury to destitute and poor lads in London, the ship was re-named the *Shaftesbury*. She was certified for 500 boys, but this number was subsequently reduced to 400, of whom 100 may be Roman Catholics.

The vessel was moored off Grays, Essex, in a position which had been dredged for her by the Thames Conservancy, and she remained there until January, 1881. On the 18th of that month, during the great blizzard, the ship parted her bow moorings, and tugs had to be hired to stand by her to ensure the safety of the vessel and crew. Notwithstanding this precaution the *Shaftesbury* drifted on shore, and heeled over on her beam ends. So dangerous was her position, that it was necessary to clear the ship of officers and boys. The order was therefore given to "leave the ship." This, in the circumstances, was a dangerous operation, but perfect discipline was maintained, and, within about twenty minutes from the time the order was given, the whole of the ship's company were safely transferred to the tugs in attendance. As the tide rose the *Shaftesbury* righted herself, and the crew were re-transferred to her. She was then removed for a time to temporary moorings, and was subsequently re-moored, with additional anchors and cables, at a short distance from her former position. Here she remained until the summer of 1901, when, as she had been continuously in the water for twenty-three years, it was considered necessary that she should be placed in dry dock for general overhaul outside and inside. The necessary painting and repairs having been carried out, the vessel returned to her moorings, and the officers and boys, who had during this time been in camp in the play-field on shore, returned on board.

Attached to the *Shaftesbury* is the Tender *Themis*, a top-sail schooner of 145 tons. During the summer months the *Themis*, with three officers and thirty boys, cruises about the River Thames, and a voyage is generally made down the English Channel, touching at the various ports as far as Plymouth.

Illustrations of Industrial School Work.



TRAINING SHIP "SHAFTESBURY."



TRAINING SHIP "SHAFTESBURY"—SAILMAKING.

Illustrations of Industrial School Work.



TRAINING SHIP "SHAFTESBURY"—GUN DRILL.



TRAINING SHIP "SHAFTESBURY"—CUTLASS DRILL.

The principal industrial occupation is seamanship. Boys on entry are placed in the lowest class and are examined quarterly with a view of advancement to the higher classes. The syllabus is as follows:—

4th Class. First Instruction.	3rd Class. Second Instruction.	2nd Class. Third Instruction.	1st Class. Fourth Instruction.
Slight knowledge of names of spars, rigging, and parts of sails. Boat duty. Making clothes stops. Compass. Lead and line. Hammock drill. Coiling ropes. Bends and hitches.	A good knowledge of First Instruction. Bends and hitches. Models and sail drill. Names of International Code. Signal Flags. Reeving running rigging.	A good knowledge of First and Second Instruction. Knots and splices. Anchor and cask. Grummets and cringles. Pointing and whipping ropes. Loosing and furling sails. Sending top - gallant masts and yards up and down. Reefing topsails. Reeving running rigging. Signalling by flags and semaphore.	A good knowledge of previous Instructions. Fitting rigging, setting up the same. Use of palm and needle. Sail-making. Making mats. Rule of the Road at sea. Use of log-line. Heaving the Lead. Steering by compass and sails. Sailing a boat and the Tender. Bending and unbending sails. Figures to denote the force of the wind. Letters to denote the state of the weather.

The school-work is conducted on the half-time system, according to the Government Code for public Elementary schools, and includes Writing, Spelling, Arithmetic, English History, Geography, Vocal Music, Drawing, Object Lessons in Elementary Science, and a special course of practical navigation.

Of 160 boys who left the ship for employment during the year ended in July, 1903, 6 were in Standard ex-VII.; 13 in Standard VII., 41 in Standard VI., 52 in Standard V., 40 in Standard IV., 13 in Standard III. and 1 in Standard II.

There is a full military band numbering 45 performers. In addition, all the boys are taught singing on the Tonic Sol-fa system. The boys are also instructed or engaged in the following trades:—Shoemaking, Tailoring, Sailmaking, and Cooking. The senior boys assist the ship's carpenter in carrying out the painting and small repairs of the ship, the tender, and the boats, and also in building new boats. There is a special class for Manual Training in Wood, the practical part being taught by the ship's carpenter and the theoretical part by one of the schoolmasters. A few of the boys are also engaged as captain's steerage boys, and others assist the ship's engineers by acting as stokers.

The boys are trained in Gymnastics by an officer holding a first-class Aldershot certificate. He also teaches Swimming, the instruction being given during the summer months in a large covered bath 100 ft. by 50 ft., in the playfield. A Swimming and Diving Competition is held annually, the funds for purchasing prizes being obtained from the interest on a legacy which was left to the ship many years ago. Dumb Bell and Indian Club exercises are also taught by the Chief Officer. The whole of this work is periodically supervised by the Board's Organiser of Physical Education for boys. All boys intended for Sea Service are instructed in Gun, Rifle, and Cutlass drill, a special officer, who was previously a Chief Petty Officer and Instructor in the Royal Navy, being attached to the ship by the Admiralty for the purpose.

Football and Cricket are played in their seasons, and the boys take part in the League competitions connected with Industrial schools. The Ship's Infirmary and Isolation Ward are under the care of a Matron, who is a trained nurse. The majority of the boys admitted are sent on account of minor ailments, or for slight surgical matters. Infectious or contagious cases are removed to one of the hospitals of the Metropolitan Asylums Board.

The field has also been used on two occasions for the purposes of a camping ground whilst the ship was under repair, when the whole ship's company lived under canvas for a period of six or eight weeks. The camps were organised on military lines, a guard being mounted night and day. This change from the ordinary routine of ship life has been found to be very beneficial, not only by improving the health of the boys,

but by enabling the vessel to be disinfected, aired and ventilated in a much more thorough manner than is possible in ordinary circumstances.

In February, 1895, the River Thames was frozen over, and for a time the ship was ice-bound. Much discomfort and inconvenience were experienced; the fresh water supply ran short, and a tug had to be hired to keep up communication with the outside world. Messages for the shore had to be telephoned from the ship to the Head Office, and re-telephoned to Grays.

In June, 1900, a boy accidentally fell overboard. Mr. King, Master-at-Arms, attempted to save him; but the boy clung to him, and both were drowned. Mr. King had served on the ship for 22 years, and was previously in the Navy for a similar period. To perpetuate the memory of his heroism the Board affixed a brass tablet on the ship.

The band of the ship and picked squads of boys have at various times given concerts and drill displays, and have taken part in public functions on behalf of charities and other worthy objects. They have appeared at the Albert Hall, St. George's Hall, and at the Crystal Palace. They have taken part in the Lord Mayor's procession, and have visited various provincial towns on behalf of the Life Boat Fund.

As soon as a boy reaches the age of 15, the question of his suitable disposal is considered by the Committee, who have before them the boy's wishes and general fitness, the suggestion of the captain-superintendent, and also a report by the visiting officer of the ship with reference to the character and surroundings of the parents. All these matters having been considered, a decision is arrived at, and in due course the boy leaves the ship on licence. Up to the present over 3,300 boys have left the ship. Of these, over 50 per cent. have gone to sea in the Royal Navy or the Mercantile Marine; 25 per cent. have gone into the Army; and the remaining 25 per cent. have either been placed in employment on shore, returned to their friends, or have emigrated. Of the boys discharged, over 80 per cent. are doing well in after life. Some have reached positions of trust and responsibility. One is a bandmaster in a distinguished regiment. Two have received their certificates of competency for Mates in the Mercantile Marine. One is in charge of the telegraph station in Georgetown, Tasmania. Many are to be found amongst the petty officers of the Royal Navy, or the non-commissioned officers of the Army. Now and again old boys visit the ship wearing two, and sometimes three, medals for active service in the Army or Navy.

An annual Prize Day is held on board, and since the establishment of the ship the following distinguished persons have visited the ship and distributed the prizes:—H.R.H. the Duke of York (now Prince of Wales), the late Archbishop of Canterbury (Dr. Benson), the late Cardinal Manning, the late Earl of Shaftesbury (after whom the ship was named), the late Right Hon. W. E. Forster, the late Lord Russell of Killowen, Lord George Hamilton, the Marquis of Londonderry, Lord Monkswell, Sir Donald Currie, Lord Reay, Admiral Sir Natl. Bowden Smith, Viscount Duncannon, and General Sir Alexander Montgomery Moore.

Among the officers of high rank who have visited the ship at various times may be mentioned Admirals Sir John Baird, Sir Compton Domville, and the late Admirals Sir George Tryon and Sir W. King Hall.

3. Gordon House Girls' Home.

Owing to the difficulty of finding sufficient suitable accommodation for girls, the Board, in the year 1897, decided to establish a girls' school of their own. A building was secured at Isleworth, and the necessary alterations having been completed, it was opened in December, 1897, for fifty girls. A cottage home in the grounds was subsequently erected for twenty children, and the school now provides accommodation for seventy. The school is devoted chiefly to the reception of very young children whom it is necessary to remove from the custody of parents of bad character, or from immoral homes.

The training given to the girls is practical and thorough, and on leaving, no difficulty is found in placing them in good situations; in fact, the demand for the girls is greater than the supply.

Up to the present thirty girls have left the Home, and have gone to situations; all of them are doing well. As an incentive to girls to remain in their situations the Board give

Illustrations of Industrial School Work.



TRAINING SHIP "SHAFTESBURY"—A STUDY IN BLACK AND WHITE.



GORDON HOUSE GIRLS' HOME, ISLEWORTH.

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Illustrations of Industrial School Work.



GORDON HOUSE GIRLS' HOME—DORMITORY.



GORDON HOUSE GIRLS' HOME—IN THE KITCHEN.

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prizes to those girls under 18 years of age who remain in satisfactory employment, not necessarily in one situation, to the value of 5s. for the first year, 7s. 6d. for the second year, and 10s. for the third year.

Information with respect to the remainder of the other Board Industrial schools will be found under the heading of Day Industrial schools, Truant schools, and Accommodation for Young Children respectively.

4. School at Portslade.

In addition to the schools mentioned above, the Board, in conjunction with the Brighton Education authority, have established a joint Industrial school at Portslade, near Brighton, for 120 boys. The school was opened in 1902, and was at once filled by the transfer of the Brighton boys, who had previously been accommodated in old and unsuitable buildings at Chailey, and by the admission of London boys who had been inmates of the Davenport-Hill Boys' Home.

XIX.—RETURN OF CHILDREN SENT TO SCHOOLS.

The following return shows the number of children sent by the Board to Industrial schools, Truant schools and Day Industrial schools respectively, year by year.

ORDINARY INDUSTRIAL SCHOOLS.							
YEAR.	Industrial Schools Act, 1866.		Industrial Schools Acts Amendment Act, 1880	Elementary Education Act, 1876.	TRUANT SCHOOLS	DAY INDUSTRIAL SCHOOLS.	GRAND TOTAL.
	XIV.—XV.	XVI.					
Year ended 25th December, 1871 ...	176	4	...	...	...	...	180
" " 1872 ...	287	22	...	...	...	...	309
" " 1873 ...	527	138	...	...	...	...	665
" " 1874 ...	442	154	...	...	...	...	596
" " 1875 ...	422	286	...	...	...	...	708
" " 1876 ...	510	288	...	...	...	...	798
" " 1877 ...	573	199	...	8	...	...	780
" " 1878 ...	519	170	...	21	35	...	745
" " 1879 ...	491	129	...	112	133	...	865
" " 1880 ...	386	68	...	138	96	...	688
" " 1881 ...	417	59	7	152	169	...	804
" " 1882 ...	341	75	7	84	166	...	673
" " 1883 ...	447	97	50	177	116	...	887
" " 1884 ...	397	74	47	118	122	...	758
" " 1885 ...	369	50	28	99	409	...	955
" " 1886 ...	388	52	7	67	459	...	973
Fifteen months ended 25th Mar., 1888	520	68	16	86	466	...	1156
Year ended 25th March, 1889 ...	527	71	11	32	418	...	1059
" " 1890 ...	529	59	18	11	325	...	942
" " 1891 ...	490	81	22	19	311	...	923
" " 1892 ...	483	101	34	24	928	...	1570
" " 1893 ...	337	73	40	16	678	...	1144
" " 1894 ...	461	90	56	13	688	...	1308
" " 1895 ...	514	87	69	20	632	...	1322
" " 1896 ...	602	177	72	35	557	64	1507
" " 1897 ...	548	134	61	34	633	120	1530
" " 1898 ...	696	146	17	50	626	87	1622
" " 1899 ...	601	114	30	50	688	116	1599
" " 1900 ...	513	82	30	65	645	155	1490
" " 1901 ...	530	146	31	75	601	145	1528
" " 1902 ...	574	133	26	100	580	164	1577
" " 1903 ...	434	79	36	104	424	268	1345
" " 1904 ...	385	69	33	106	376	135	1104
	15,436	3,575	748	1,816	11,281	1,254	34,110

Of these children 30,378 have been discharged, and at Lady Day, 1904, 3,732 remained under detention. The latter are distributed thus:—

Board's Industrial schools	...	...	...	...	412
" Truant "	...	...	...	...	322
" Day Industrial schools	...	...	...	...	277
Total					1,011
Schools with which the Board have agreements	...	...	...	...	2,721
Grand total					3,732

In addition to the 34,110 cases which have been sent to Industrial schools at the instance of the Board, the Committee have inquired into 29,868 further cases, which have been mainly disposed of as follows:—Some were sent to Industrial schools, irrespective of the Board; some were referred to parish authorities; and some were referred to the Divisional Committees of the Board for action under the Bye-laws or the Education Act of 1876.

G. L. GOMME,

Clerk of the Council.

EDUCATION OFFICES,
VICTORIA EMBANKMENT, W.C.,
October, 1904.

